

Promoting skills for work and life



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. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



United Nations
Educational, Scientific
and Cultural Organization

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

Since it was first created in 1992 as an International Project on Technical and Vocational Education to its establishment as the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in 2002, UNESCO-UNEVOC's guiding mission has been to actively support Member States in strengthening and upgrading TVET. Through capacity development programmes, knowledge sharing and a global UNEVOC Network of more than 230 Centres in 150 countries, UNESCO-UNEVOC advocates for quality TVET that is accessible to all.



The Sustainable Development Goals

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

Quality TVET effectively contributing to equitable and sustainable development, globally

Transforming education, building our future

The UN's 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.

Thematic Action Track 2:



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



Target 4.3:

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



Target 4.4:

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

4 QUALITY EDUCATION



Target 4.5:

To 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

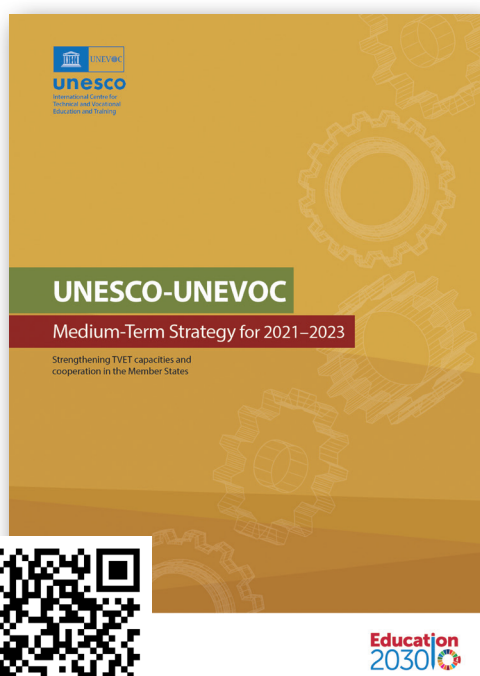


Target 4.7:

To ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

UNESCO-UNEVOC's Medium-Term Strategy

Member States need 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 enable TVET institutions to meet these demands and provide quality skills training for a sustainable future of work.



**Supporting TVET staff
for a digitalized world**



TVET for climate action



**Inclusive TVET for migrants and
disadvantaged youth**



Private sector engagement



UNEVOC Network



Knowledge management

The connection between TVET and the world of work is being reframed in the post-COVID-19 era. More than ever before, there is an urgent need to build stronger links and to promote collaboration with industry to ensure that TVET remains relevant and demand-driven. MTS-III moves the discussion forward to focus on anticipated futures and preparing for emerging trends. This enables TVET institutions to position themselves in these realities and swiftly adapt their strategies to respond.



Innovation and the Future of TVET

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

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

A study was carried out in 2021 to identify trends and good practices related to the training of TVET staff in the use of digital tools as a means of enhancing the learning process and designing blended-learning pathways. The findings were published in 2022.

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



Toolkits for TVET providers



Bridging Innovation and Learning in TVET

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

BILT is implemented by UNESCO-UNEVOC, with the support of the German Federal Institute for Vocational Education and Training (BIBB), and sponsored by the German Federal Ministry of Education and Research (BMBF). The BILT Agenda 2025 sets the goal of “Promoting modern and competitive qualifications and competencies in TVET through international bridging of innovation and learning”. To learn more about BILT and opportunities for engagement, contact unevoc.bilt@unesco.org.

BILT framework for new qualifications and competencies (NQC)

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



Entrepreneurship in TVET



Greening TVET



Migration and TVET



Digitalization in TVET



New qualifications and competencies for future-oriented TVET

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





SDGs and Greening TVET

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

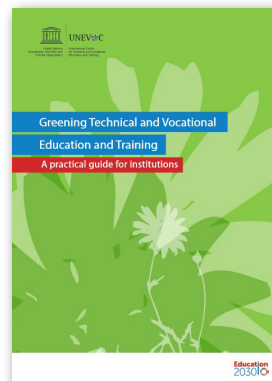


to build a more just and sustainable world through education.

‘Greening’ as a concept is now prevalent across many sectors, and in education it is crucial that future generations have the skills and competencies for emerging jobs as well as current jobs that are changing significantly to align with green practices in industries. The transition to the green economy will lead to the loss of some jobs but at the same time, the creation of new ones. It is estimated that about 100 million new jobs can potentially be created by 2030, leading to a net job creation of 25 million jobs. (ILO, 2022)

The energy transition has also revealed the need to expand skills in all regions of the world to create a capable renewable energy workforce. Meeting that need will require more vocational training, stronger curricula and greater training of trainers. (IRENA, 2021)

UNESCO-UNEVOC seeks to address the gap in education and training response vis-à-vis the job potential for economic growth and productivity. At the same time, supporting the need to develop the foundation for societal transformation to accelerate the green transition. The International Centre supports TVET institutions in the development and implementation of green strategies to transform their learning and training environments, in fulfilment of their role in skilling learners, upskilling professionals in green job sectors and reskilling those affected by job losses due to the transition. By mobilizing TVET institutions to engage in advocacy and adopt greening TVET whole-institution approaches and practices, UNESCO-UNEVOC empowers leaders and educators to effectively develop institutional green and climate-responsive strategies that have a positive impact on society and the labour market.



Advocacy

Mainstreaming SDGs and climate issues in TVET processes

UNESCO-UNEVOC actively collaborates with the World Federation of Colleges and Polytechnics (WFCP) and the Colleges and Institutes of Canada (CICan) as part of the **SDG Affinity Group**. The group promotes awareness of the SDGs and their strategic links to the TVET sector by organizing knowledge sharing activities on key SDGs that can be enriched and accelerated by TVET. 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.



Capacity building

UNESCO-UNEVOC has carried out various capacity-building programmes in this thematic area, most recently a training of trainers programme on 'Circular economy in entrepreneurial learning in TVET' and a project titled 'Capacity building of TVET personnel and institutions and upskilling of TVET graduates to manage an inclusive and sustainable post-pandemic

recovery', which was developed in collaboration with Circle Economy and Circulab. In addition, the UNESCO-UNEVOC TVET Leadership Programme 2022 focused on 'Re-thinking TVET systems and programmes to anticipate demand, adapt and take action for a just and green transition'.



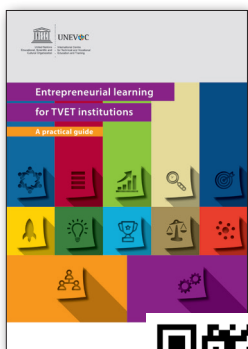
Resources

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



Inclusion and Youth

Entrepreneurial learning for TVET institutions: A practical guide was published in 2020 in English, Spanish and French, followed by an interactive online version in three languages in 2021. The guide helps TVET institutions to focus on what really drives entrepreneurial learning by providing the tools to assess the needs of the target group and the framework to explore the added value of an entrepreneurial learning ecosystem. The Entrepreneurial Learning Institution Canvas (ELIC) enables TVET institutions to develop their own concept for entrepreneurial learning, map out which entrepreneurial learning activities are relevant to their institutional context and apply innovative approaches and models.



Gender equality in STEM-related TVET

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

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



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

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

Inclusive TVET institutions

In 2021, UNESCO-UNEVOC and the University of Nottingham published a discussion paper on **Technical and vocational education and training for disadvantaged youth**. The paper maps some of the main barriers disadvantaged youth face in TVET and examines available evidence on strategies and approaches that are being used or can be used to meet the needs of disadvantaged youth.



World Youth Skills Day

To celebrate 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 an event titled '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.





Private Sector Engagement

Recognizing the importance of fostering discussion and engagement with private enterprises to ensure TVET is demand-driven, UNESCO-UNEVOC launched a programme within its Medium-Term Strategy to strengthen cooperation between the UNEVOC Network and the private sector. This initiative aimed at providing venues for both parties to cooperate in preparing for the future of work and TVET collectively.

A matching process for TVET-related trainings has been created to facilitate exchange between interested private enterprises and UNEVOC Centres. To maximize impact, UNESCO-UNEVOC has prioritized sectors disrupted by the processes of digitalization, automation and green recovery.

UNESCO's Global Skills Academy



The Global Skills Academy leverages strategic partnerships and mobilizes over 230 TVET institutions across 150 countries through UNESCO and the UNEVOC Network. The mission connects individual learners, institutions and governments to a wide range of training programmes offered by UNESCO's Global Education Coalition partners to support youth and adults in their journeys to developing essential skills and competencies for improved employability and resilience. The initiative has made a significant impact, supporting over 839,000 learners globally. With a strong commitment to continued growth, the GSA aims to support 10 million learners by 2029.



839,000+ Learners



25 partners from the Global Education Coalition



170+ TVET institutions mobilized across the world



Building TVET resilience for a just and sustainable transition

The future for young people remains uncertain since the initial shocks of the pandemic, when more than one in six stopped working altogether (ILO, 2020). Many are still in precarious and disadvantaged situations as their countries struggle to recover. At the same time, there is an urgent need to find ways to manage transitional challenges, particularly in the TVET sector.

From January 2022 to March 2023, UNEVOC implemented a project to strengthen the resilience of UNEVOC Centres and other education and training stakeholders as part of the pandemic recovery process. The project, which was implemented with the support of the German Federal Government through the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, stimulated 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 and

measures in planning, designing and implementing training in the areas of digital delivery, greening TVET, entrepreneurial learning and inclusion for a transition to a more sustainable economy and society with fair and equal opportunities.

Overall, the 'Building TVET resilience for a just and sustainable transition' project has benefited more than 60 institutions in over 30 Small Island Developing States and African countries, engaging upwards of 200 project stakeholders.

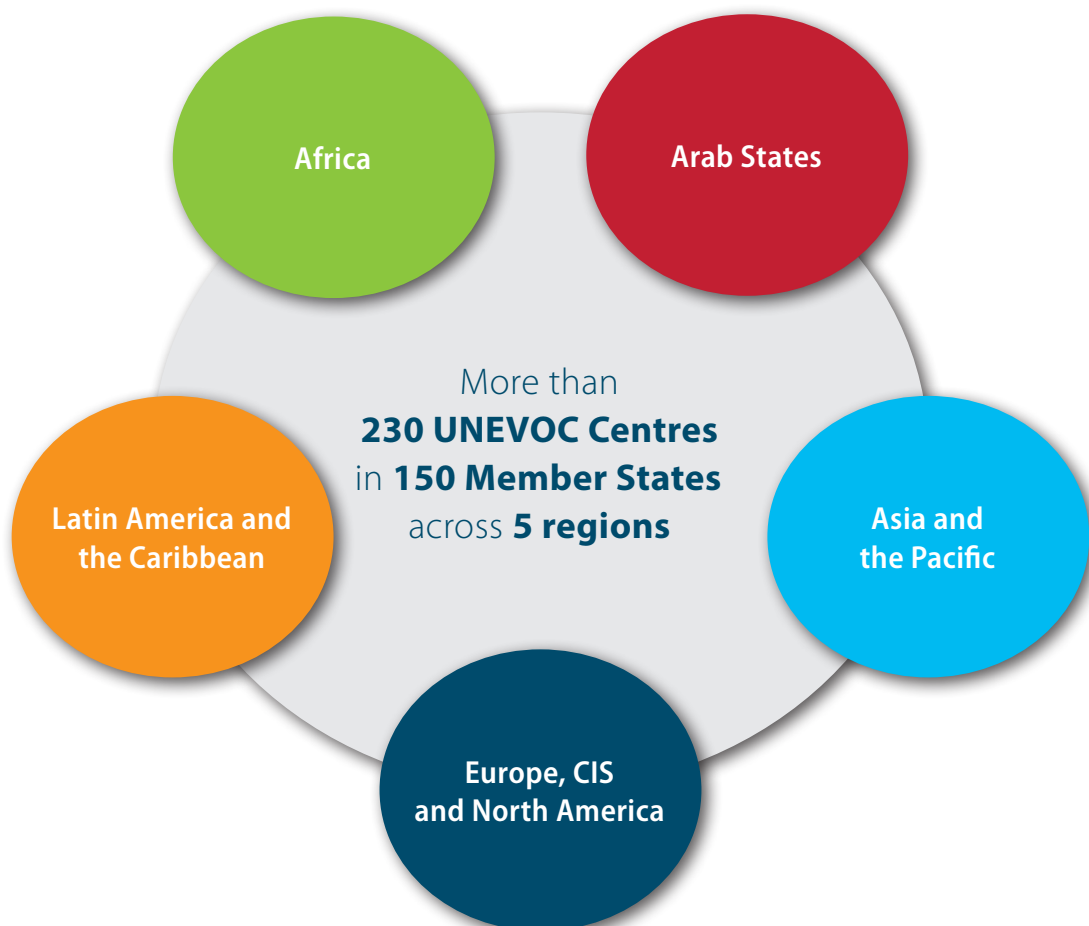
The project activities were carried out in collaboration with various partners, including Commonwealth of Learning (digitalization), UNIDO (greening) and Kenya Technical Trainers College (inclusion).

Lessons and insights from the project activities will feed into a resilience guide to help prepare the TVET community for future shocks.

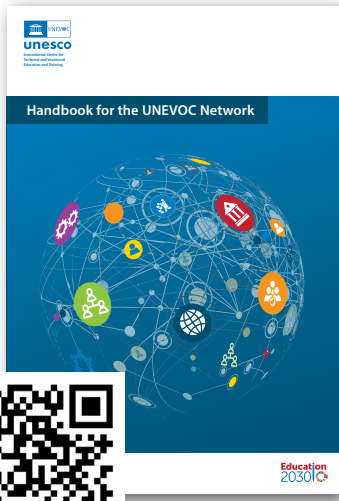


The UNEVOC Network

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



The **Handbook for the UNEVOC Network** was published in 2022 and serves as a guide for both existing Network members and prospective institutions that are looking to join a global community of TVET institutions.



Building the capacities of TVET leaders

The UNESCO-UNEVOC TVET Leadership Programme aims to build the capacity of TVET leaders and professionals from around the world, as well as support them to become successful and effective agents of change in 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 and supported over 700 TVET leaders, managers and staff from more than 95 countries. The 2022 edition trained 140 participants from 61 countries.

The UNEVOC Network Coaction Initiative

In February 2022, the UNEVOC Network Secretariat launched the **UNEVOC Network Coaction Initiative**. The purpose of this initiative is to support UNEVOC Centres to design and implement selective joint projects on issues of common interest in order to help strengthen collaboration and partnership within the UNEVOC Network as well as facilitate mutual learning and capacity building.



As part of the first edition of the Coaction Initiative, four projects were selected with the involvement of 23 UNEVOC Centres from all 5 regions of the UNEVOC Network.



This year's edition of the UNESCO-UNEVOC TVET Leadership Programme runs from October to December 2023.



Knowledge management



TVET Country Profiles

UNESCO-UNEVOC's **TVET Country Profiles** provide reliable and up-to-date information on TVET systems worldwide. The database has been updated with statistics and education system diagrams for more than 190 countries and territories. Statistical data can be compared across countries and there is newly added information from UNESCO's Global Review of Training Funds for 70 countries.



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. The database currently contains more than 100 practices from all 5 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 discussion, knowledge sharing and peer learning on TVET-related issues. The TVET Forum currently has more than 6,500 members from over 185 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.

UNESCO's Strategy for TVET 2022-2029

Technical and Vocational Education and Training (TVET) connects education and the world of work, unlocking the potential of young people and adults for a brighter future. Yet, it is estimated that 267 million young people are not in employment, education or training.

The new strategy presents UNESCO's vision to transform TVET for successful and just transitions during the period 2022 to 2029, by promoting skills development for empowerment, productive employment and decent work, and facilitating the transition to more digital, green and inclusive economies and societies.

UNESCO will support Member States to respond to current and future challenges in TVET, proposing three main priorities:



Develop skills for all individuals to learn, work and live



Develop skills for inclusive and sustainable economies



Develop skills for inclusive and peaceful societies

The Organization will work alongside bilateral and multilateral partners, institutions, governments, the private sector and educators from all over the world to put TVET at the top of the education agenda.



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