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International Centre for  
Technical and Vocational  
Education and Training



## Elevating TVET for a just and sustainable future for all

UNESCO-UNEVOC  
medium-term strategy 2024-2026

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## 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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UNESCO-UNEVOC International  
Centre for Technical and Vocational  
Education and Training  
UN Campus  
Platz der Vereinten Nationen 1  
53113 Bonn  
Germany

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# Foreword

Climate change, social inequality and demographic shifts are disrupting societies around the globe. The ripple effects of these multi-layered crises are felt across the education sector and the labour market. The most vulnerable, who were already marginalized, have been hit the hardest.

The UN Transforming Education Summit was organized in September 2022 as a response to a global crisis in education, with a focus on equity and inclusion, quality, and relevance. The Summit succeeded in putting education at the top of the global political agenda and laying the groundwork for educational transformation in a rapidly changing world.

Technical and vocational education and training (TVET) is well placed to advance this transformation. UNESCO-UNEVOC's medium-term strategy for the 2024 to 2026 period puts forward an agenda to support countries in equipping youth and adults with the skills for employment, decent work, and entrepreneurship, while providing flexible pathways to lifelong learning opportunities for all. The strategy considers the accelerated digital revolution, the emerging demands of the green economy and the increasing needs for reskilling and upskilling of the workforce.

Innovation and excellence, equity and inclusion, and the dual green and digital transformation are the key drivers of UNESCO-UNEVOC's medium-term strategy. It is set to directly contribute to the UNESCO Strategy for TVET for 2022 to 2029 and the 2030 Agenda for Sustainable Development. It serves as a launch pad to elevate the quality, image of, and accessibility to TVET, and to support TVET institutions' just and sustainable transformation. At the centre of these activities is the UNEVOC Network, UNESCO's global network of more than 230 TVET institutions spanning 150 countries..

This medium-term strategy includes a series of flagships, such as the UNEVOC TVET Leadership Programme, the Bridging Innovation and Learning in TVET (BILT) project, partnership with the Global Skills Academy, and UNEVOC Connect, a global clearing house for up-to-date resources on TVET. It comprises actions aimed at training of TVET leaders and teachers, cooperation with the UNEVOC Network and other networks of UNESCO, engagement with the private sector, and dissemination of TVET data and research.

TVET is an important catalyst for building the inclusive, peaceful, and sustainable societies of the future. Now is the time to empower youth and adults with the skills and mindsets to become global citizens who can solve the interconnected challenges affecting our world.



**Stefania Giannini**

UNESCO Assistant Director-General  
for Education

# Acronyms and abbreviations

<b>AI</b>	Artificial intelligence
<b>ASPnet</b>	UNESCO Associated Schools Network
<b>BILT</b>	Bridging Innovation and Learning in TVET
<b>GCED</b>	Global Citizenship Education
<b>GSA</b>	Global Skills Academy
<b>MLA</b>	Main line of action in the UNESCO strategy for TVET 2022-2029
<b>MTS IV</b>	UNESCO-UNEVOC medium-term strategy IV
<b>NQC</b>	New Qualifications and Competencies
<b>PROVET</b>	Promoting technical and vocational education and training
<b>SIDS</b>	Small Island Developing States
<b>SDGs</b>	Sustainable Development Goals
<b>STEM</b>	Science, technology, engineering and mathematics
<b>TVET</b>	Technical and vocational education and training
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNESCO-UNEVOC</b>	UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training
<b>UNITWIN</b>	University Twinning and Networking
<b>UNEVOC EDGE</b>	Entrepreneurship, digitalization, greening and equity

# Background

## Global challenges

Technical and vocational education and training (TVET) is an essential component of lifelong learning and plays a key role in ensuring equitable, sustainable and peaceful individual, economic and social development.

TVET can also help find solutions to many of the complex and interrelated challenges that the world is currently facing. The effects of climate change have become increasingly severe. Rising temperatures and sea levels, more extreme weather, and disruptions to food and water supplies are affecting individuals, communities and societies. Economic inequality – characterized by unequal wealth distribution, unemployment and uneven access to public goods and services – is widening, causing social unrest. A rising number of armed conflicts are contributing to economic instability and – in combination with the consequences of climate change and poverty – to a growth in the number of migrants, refugees and internally displaced people. Technical change also carries risks, including the potential of misinformation campaigns and increased vulnerability to cyberattacks.

These recent challenges have exacerbated the long-term consequences of the COVID-19 pandemic, which pushed many countries off track on their development progress. In some cases, it reversed the gains made over the preceding years in the elimination of poverty and hunger, education, health and nutrition, the environment, peace and other areas.

High-income economies have been relatively more resilient to these challenges and the accompanying transformation of the way of life. They have transitioned faster to new digital modes of working, supported companies affected by the crisis and fostered the upskilling and reskilling of workers. In contrast, less developed economies have been affected by deeper recession, more poverty and higher unemployment rates, including among youth and women. However, the climate crisis, demographic changes, economic recession, ongoing conflicts and a potential reemergence of new pandemics and other public health threats affect all countries.



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## Sustainable Development Goals

The United Nations (UN) and its Member States have been working to transition to more equitable and more sustainable economies and societies, notably through the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs), adopted by all UN Member States in 2015. The SDGs are a universal call to action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere. Even before the recent disruptions, the SDGs served as a powerful framework to address multisectoral global challenges, and they remain highly relevant in the context of present challenges.

Education, including technical and vocational education and training (TVET), is key to overcoming the obstacles on the way to a better and more sustainable future for all. The overall success of the 2030 Agenda relies on youth and adults who are equipped with relevant knowledge, skills and competencies. This is expressed in Sustainable Development Goal 4, which aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' by 2030.

The significance of education was underscored at the UN Transforming Education Summit in September 2022, where Member States committed to keep education at the top of the political agenda and to pursue SDG 4 with a transformative, whole-of-government and whole-of-society approach. Global education initiatives are complemented by the skill development agendas of regional economic blocs and political alliances, among them the African Union, the Arab League Educational, Cultural and Scientific Organization, the European Union, the Association of Southeast Asian Nations, the South Asian Association for Regional Cooperation, the Pacific Islands Forum, the Caribbean Community and the Organization of Ibero-American States.

## UNESCO-UNEVOC

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (hereinafter referred to as UNESCO-UNEVOC) was established in 2002 as the UNESCO agency with the mandate to help countries strengthen and upgrade their TVET systems. UNESCO-UNEVOC strives to improve the quality, relevance, attractiveness and accessibility of TVET worldwide, through capacity-building, technical assistance, development of guidance and tools, and advocacy for TVET.

The activities of UNESCO-UNEVOC are carried out through its global network of more than 230 TVET institutions, the UNEVOC Network, which provides an environment for knowledge exchange, international cooperation and mutual assistance for its members. The UNEVOC Network enables its member institutions to drive innovation in the field of TVET and to become agile and resilient to current and future disruptions.

TVET is focused on the acquisition of knowledge and skills for the world of work, and helps youth and adults develop the skills needed for employment, decent work and entrepreneurship while supporting inclusive and sustainable economic growth.

In alignment with UNESCO’s stewardship of SDG 4, UNESCO-UNEVOG contributes to the achievement of three targets under SDG 4 that refer to TVET:



**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.

By supporting UNESCO Member States in ensuring that quality TVET is accessible for all, UNESCO-UNEVOG also contributes directly or indirectly to the achievement of all other Sustainable Development Goals.



## MTS IV guiding principles and lessons from previous UNESCO strategies

The UNESCO-UNEVOC Medium-Term Strategy IV (MTS IV), valid from 2024 to 2026, follows the third medium-term strategy cycle for the period 2021 to 2023. MTS IV is closely aligned with the UNESCO Strategy for TVET for the period 2022 to 2029 and aims to help achieve its goals.<sup>1</sup> The main aim of the UNESCO Strategy for TVET is ‘to support the efforts of Member States to enhance the relevance of their TVET systems and to equip all youth and adults with the skills required for employment, decent work, entrepreneurship and lifelong learning, and to contribute to the implementation of the 2030 Agenda for Sustainable Development as a whole.’

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

In addition to the Sustainable Development Goals and the UNESCO Strategy for TVET, UNESCO–UNEVOC’s MTS IV takes into consideration the recommendations from an evaluation of MTS III for the period 2021 to 2023, a review of the UNEVOC Network conducted in 2022 and an evaluation of UNESCO’s previous strategy for TVET.

- Lessons from the implementation of MTS III highlighted the need 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.
- Recommendations drawn from a review of the UNEVOC Network stressed diverse ways to enhance its outreach and impact. These included promoting opportunities for UNEVOC Centres to serve as hubs for mobilization, coordination and dissemination of information that bring together the different types of TVET institutions at national and international levels; and establishing closer linkages with other existing networks, associations and initiatives.
- The evaluation of the UNESCO Strategy for TVET 2016-2021 recommended strengthening the UNEVOC Network by adding more training institutions and stimulating peer learning and involvement at national level; and focusing more on reinforcing the institutional capacities of ministries, national bodies, training providers and research institutions in delivering TVET.

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<sup>1</sup> United Nations Educational, Scientific and Cultural Organization (UNESCO). 2022. *Transforming technical and vocational education and training for successful and just transitions: UNESCO strategy 2022–2029*. Paris: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000383360>

# UNESCO-UNEVOC MTS IV at a glance



**VISION**

UNESCO Member States work with all sectors of society towards the just and sustainable transformation of their national TVET systems, attuned to the 2030 Agenda for Sustainable Development and the future of work.



**MISSION**

UNESCO-UNEVOC, through the UNEVOC Network, actively supports UNESCO Member States in strengthening and upgrading their TVET systems to meet the changing needs of social and economic development, leading to empowered and more productive individuals, inclusive and sustainable economies, and peaceful societies.



**STRATEGIC OBJECTIVE 1**

**TVET institutions** in UNESCO Member States receive multilevel support that results in strengthening their capacities for a successful and just transformation of their TVET systems, so that they can serve the needs of individuals, economies, and societies.

The **global TVET community** has access to an active multilateral cooperation platform and a comprehensive evidence base on TVET, resulting in well-informed TVET policies and practices.



**STRATEGIC OBJECTIVE 2**



**OUTCOME 1**

**TVET institutions** – including ministries, national bodies and regulators, training providers and research institutes –

develop new and updated strategies, frameworks and tools that reflect new TVET policy reforms and agendas to improve the attractiveness and outcomes of TVET, so that they respond better to current and future skill demand, enabling successful and just transitions.



**OUTCOME 2**

**TVET leaders, managers and teachers** are equipped with relevant and future-oriented skills to better meet the needs

of learners, including women, migrants and refugees, and other marginalized and disadvantaged groups, especially in Africa and Small Island Developing States (SIDS).



**OUTCOME 3**

The **UNEVOC Network** has a greater impact on the quality and performance of national TVET systems, through strategic expansion of the Network, new partnerships, closer engagement with the private sector, deeper multilateral cooperation, and increased knowledge sharing and peer learning.



**OUTCOME 4**

The **global TVET community** benefits from access to a comprehensive resource centre and evidence base on TVET with reliable and up-to-date data, results and analysis, and skills foresight related to emergent issues in TVET.



Develop skills for all individuals to learn, work and live



Develop skills for inclusive and sustainable economies



Develop skills for inclusive and peaceful societies



Lifelong learning



Equity and inclusion



Multi-stakeholder engagement with the private sector



Green and digital transformation



Artificial intelligence



Innovation and excellence



Career guidance



Global citizenship education

## Main features of MTS IV

MTS IV presents the strategic objectives, main outcomes, areas of support and lines of action of UNESCO-UNEVOC for the period 2024-2026. It was developed with the following features, drawing from the lessons and guiding principles mentioned above.

- MTS IV advances new forms of support for transforming TVET and promotes **new areas of engagement** with other international organizations, stakeholders and partners of UNESCO working on TVET in Member States.
- MTS IV is aligned with the main lines of action and thematic priorities of the **UNESCO Strategy for TVET 2022–2029**.<sup>2</sup> MTS IV defines specific outcomes for the stakeholder groups that receive support from UNESCO-UNEVOC. This approach allows for greater flexibility in adapting the strategy and specific interventions to the needs of the target groups.
- MTS IV also pays attention to the demands for strategic and technical support of TVET institutions to increase their capacity to contribute to **national TVET system development** and to promote the employability of TVET graduates.
- Through new flagship programmes and initiatives, MTS IV will create increased visibility for donors and partners of UNESCO-UNEVOC and achieve more impact from the approaches that will be employed. To amplify the impact of **UNESCO-UNEVOC and the UNEVOC Network**, MTS IV endeavours to highlight the political dimensions and synergies that are needed to enable TVET policy-level transformations and excellence, and to create opportunities for engagement in the planning, design, delivery and monitoring of UNESCO TVET cooperation projects.

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<sup>2</sup> The three main lines of action in the UNESCO Strategy for TVET are MLA 1: Develop skills for all individuals to learn, work and live; MLA 2: Develop skills for inclusive and sustainable economies; and MLA 3: Develop skills for inclusive and peaceful societies.

# Vision, mission, strategic objectives and expected outcomes

In alignment with the UNESCO Strategy for TVET, MTS IV helps to set a transformative agenda in Member States. It is guided by the mission of UNESCO-UNEVOC to strengthen and upgrade the performance of TVET systems worldwide and underpinned by the vision of UNESCO-UNEVOC to achieve a just and sustainable transformation of TVET.



## Vision

UNESCO Member States work with all sectors of society towards the just and sustainable transformation of their national TVET systems, attuned to the 2030 Agenda for Sustainable Development and the future of work.



## Mission

UNESCO-UNEVOC, through the UNEVOC Network, actively supports UNESCO Member States in strengthening and upgrading their TVET systems to meet the changing needs of social and economic development, leading to empowered and more productive individuals, inclusive and sustainable economies, and peaceful societies.

MTS IV defines two strategic objectives:



## Strategic objective 1

TVET institutions in UNESCO Member States receive multilevel support that results in strengthening their capacities for a successful and just transformation of their TVET systems, so that they can serve the needs of individuals, economies and societies.



## Strategic objective 2

The global TVET community has access to an active multilateral cooperation platform and a comprehensive evidence base on TVET, resulting in well-informed TVET policies and practices.

To reach these high-level objectives, TVET institutions and the target groups within them – leaders and managers, teachers and trainers, students and others – will be equipped with the tools they need to foster innovation and drive excellence. MTS IV infuses targeted support to important TVET organizations that can multiply the impact of the interventions of UNESCO-UNEVOC. Improved performance of systems and institutions will put them in the best position to upgrade learning according to the demand for a new orientation of skills, mindsets and competencies that are necessary for a just transition to a sustainable future.

The four outcomes in MTS IV are:



**Outcome 1: TVET institutions** – including ministries, national bodies and regulators, training providers and research institutes – develop new and updated strategies, frameworks and tools that reflect new TVET policy reforms and agendas to improve the attractiveness and outcomes of TVET, so that they respond better to current and future skill demand, enabling successful and just transitions.



**Outcome 2: TVET leaders, managers and teachers** are equipped with relevant and future-oriented skills to better meet the needs of learners, including women, migrants and refugees, and other marginalized and disadvantaged groups, especially in Africa and Small Island Developing States (SIDS).



**Outcome 3: The UNEVOC Network** has a greater impact on the quality and performance of national TVET systems, through strategic expansion of the Network, new partnerships, closer engagement with the private sector, deeper multilateral cooperation, and increased knowledge sharing and peer learning.



**Outcome 4: The global TVET community** benefits from access to a comprehensive resource centre and evidence base on TVET with reliable and up-to-date data, results of research and analysis, and skills foresight related to emergent issues in TVET.

# Strategic areas of support

## Strategic objective 1

**TVET institutions** in UNESCO Member States receive multilevel support that results in strengthening their capacities for a successful and just transformation of their TVET systems, so that they can serve the needs of individuals, economies and societies.



### Outcome 1

**TVET institutions** – including ministries, national bodies and regulators, training providers and research institutes – develop new and updated strategies, frameworks and tools that reflect new TVET policy reforms and agendas to improve the attractiveness and outcomes of TVET, so that they respond better to current and future skill demand, enabling successful and just transitions.



### Context

- The capacity of TVET systems to achieve better productivity and employment outcomes for successful transitions partly relies on quality provision of education, multistakeholder governance and stable funding mechanisms.
- Successful and just transitions of TVET systems require a change in the design and practice of policy governance to overcome system barriers to achieving excellence.
- Innovation and excellence in TVET governance are critical for building resilient systems that can quickly adapt to new challenges while continuing to enable the mission of TVET institutions in a country and producing positive results for individuals, economies and societies. It is important to embed just and sustainable transitions in the process of transforming TVET systems.

### Target groups

- Ministries, national bodies and regulators
- TVET providers
- Research institutes

## Areas of support

UNESCO-UNEVOC prioritizes support targeted at governing bodies and TVET providers in Member States. Interventions will be extended through the following actions.

- To achieve a global transformation of TVET consistent with the ambitions of the 2030 Agenda for Sustainable Development, UNESCO-UNEVOC will support national stakeholders by providing them with a regular **platform for exchange** on policy reform and development. This will enable them to act as political multipliers for the promotion of international best practice, cooperation on global standards and better financing of TVET, thereby increasing the quality, attractiveness and inclusivity of TVET for the benefit of individuals, economies and societies.
- UNESCO-UNEVOC will complement UNESCO's work on the development of policies and normative instruments, with **technical advice and assistance** that promote the highest objectives of TVET in countries. Member States receive tailored support in areas such as governance, policy implementation and policy learning on quality transformations in TVET. Through the **PROVET technical cooperation programme (Promoting technical and vocational education and training)**, UNESCO-UNEVOC will offer tailored advice, capacity-building and other support to facilitate North–South and South–South dialogue and cooperation; reinforce ongoing collaboration with UNESCO Field Offices and other partners in helping address gaps in policy and strategy implementation; facilitate activities to foster policy learning; co-develop targeted technical assistance; and provide advice on transformative TVET governance, quality assurance, excellence and innovation.
- Building on the experience of implementing the three phases of the Bridging Innovation and Learning in TVET (BILT) project, which articulates new qualifications and competencies (NQCs) required for the dual green and digital transition in representative sectors of national economies, as well as the lessons learned from other cross-regional flagship projects, UNEVOC will identify new opportunities to gain Member States' **political support** for the BILT process and similar future UNEVOC initiatives. This includes the **prioritization of sector-specific measures to implement NQCs in curricula and valorize excellent practices of TVET institutions**.

## Flagships

- **PROVET**: Promoting technical and vocational education and training
- **BILT**: Bridging Innovation and Learning in TVET (new qualifications and competencies)
- **AI Ready**: analysis of the readiness of TVET institutions for the impact of artificial intelligence

## Expected results

- Stimulation of policy learning and cooperation partnerships among ministries and other national entities.
- Reduction of barriers to TVET transformation and excellence, and active framing of strategies and tools for quality, inclusive, excellent and innovative TVET.
- Increase in mutually beneficial engagement and formal agreements that reflect successful North–South and South–South dialogue and mutual support.
- Greater awareness among TVET institutions of the potential and impact of AI and other emerging technologies on education and employment.

- A **new partnership vision and mutual strategic engagement** to benefit youth employment will guide work with the private sector and social partners. UNESCO-UNEVOC will expand efforts to **align existing TVET programmes and qualifications to industry demand and standards**, as training must prepare learners for a constantly changing future of work.
- **Targeted advice and learning** will facilitate the updating of knowledge and the development of mechanisms to mainstream a just and green transition, innovation, the digital transformation of institutions and inclusive excellence in TVET. Personnel engaged in policy design, partnerships and skills development will be introduced to established and newly developed tools and instruments by UNESCO-UNEVOC and its partners. These instruments will help inform and harmonize national approaches to the design of TVET for the future of work, so that the workforce can serve local, regional and global demands.
- Institutional networks and TVET research organizations active at the secondary and post-secondary level of education provide a rich hub for facilitating discourse and engaging in evidence-based discovery and strategy building. Through the flagship **AI Ready**, UNESCO-UNEVOC will explore the potential of artificial intelligence (AI) in TVET through strategic alliances, as education systems worldwide attempt to integrate AI as a powerful tool for innovating teaching and learning in education.
- UNESCO-UNEVOC will support discourse on flexible approaches to acquisition and certification of skills through **micro-credentials**.

### Sustainable Development Goals



### UNESCO Strategy for TVET

Main Line of Action 1, 2 and 3

## Outcome 2

**TVET leaders, managers and teachers** are equipped with relevant and future-oriented skills to better meet the needs of learners, including women, migrants and refugees, and other marginalized and disadvantaged groups, especially in Africa and Small Island Developing States (SIDS).



### Context

- Strengthening the implementation of quality-oriented TVET strategies and helping institutions modernize their learning and training environments can promote the skills readiness and adaptability that are required for TVET to remain relevant in the context of the dual digital and green transition of economies and societies. New concepts of sustainable, climate-neutral solutions, an improved understanding of the competencies that support their development, and awareness of principles of global citizenship can aid in this transition.
- TVET managers and teachers do not always benefit from access to continuing professional development and in-service training. As a consequence, they lack the relevant knowledge, skills and competencies to deliver high-quality and inclusive TVET programmes that respond to the changing demands of the labour market, society and the environment, and that foster lifelong learning, innovation and entrepreneurship.
- TVET is a vehicle for improving the labour market outcomes of women, disadvantaged youth, migrants and other marginalized groups. However, vulnerable populations continue to encounter significant barriers in access to quality skills training. Developing young people's skills and mindsets, including entrepreneurial skills, can enable them to engage meaningfully and acquire the knowledge and competencies they need to rise to the challenges of the 21st century labour market.
- Gender inequalities in access to fields related to science, technology, engineering and mathematics (STEM) and other fields in TVET can affect women's participation in specific occupational areas. Low female representation in STEM-related occupations affects the choice of TVET fields of study by girls and parents, and the learning environment.

### Target groups

- Leaders and managers of TVET institutions
- Teachers and educators in TVET centres and training institutions

## Areas of support

UNEVOC prioritizes support targeted at leaders, managers, and teachers responsible for planning and delivering quality TVET. Interventions will be extended through the following actions.

- Leaders of TVET institutions are important agents of change. With well-informed knowledge and robust skills, TVET leaders can steer timely adoption of innovation and transformation in TVET systems and institutions. UNESCO-UNEVOC builds on its leading role in inspiring and developing agents of change among mid- to senior-level TVET leaders and managers. Through the UNESCO-UNEVOC global and regional **TVET Leadership Programme**, the capacity of TVET leaders will be built, as UNESCO-UNEVOC equips them with the vision, knowledge and skills for change, including opportunities to gain hands-on experience in modern and dual TVET and understand the role of social partners in skills development.
- UNESCO-UNEVOC aims to make TVET leadership training more conducive for career-oriented provision of industry-relevant skills to learners. The current roster of UNEVOC-trained TVET Leadership Programme alumni in over 90 countries will be engaged to share their success stories and best practices.
- Teachers and trainers are at the frontline of TVET delivery and **in need of professional development, learning support and upskilling** on future-oriented competencies that can be passed on to students. **Teacher and trainer development and engagement** will be organized through the **UNEVOC Entrepreneurship, digitalization, greening and equity (EDGE) programme**. This integrates UNESCO-UNEVOC training modules to support the development of digital and green literacy, effective technology-enabled pedagogy (including the use of AI), and entrepreneurial and inclusive approaches in the development of transversal and technical knowledge and competencies. Teachers are also instrumental for delivering TVET that is equitable and inclusive, considering the specific needs of girls and women, migrants, indigenous populations, persons with disabilities and other marginalized groups.
- Through the **BILT project**, UNESCO-UNEVOC will facilitate the exchange of experience and best practices in recognizing prior skills of migrants and developing opportunities for further training and skills acquisition to qualify them for the labour market.

## Flagships

- **UNEVOC TVET Leadership Programme**
- **UNEVOC EDGE:** Entrepreneurship, digitalization, greening and equity

## Expected results

- Strengthened TVET leadership and management capacity for successful and just transitions.
- Increased number of TVET teachers and trainers with improved technical and pedagogical competence.
- Increased application of principles of diversity, equity and inclusion.
- Reduced gaps in the effective implementation of policy, research and practice.
- Fostered peer learning and exchange of best practice.

## Sustainable Development Goals



## UNESCO Strategy for TVET

Main Line of Action 1, 2 and 3

## Strategic objective 2

The **global TVET community** has access to an active multilateral cooperation platform and a comprehensive evidence base on TVET, resulting in well-informed TVET policies and practices.



### Outcome 3

The **UNEVOC Network** has a greater impact on the quality and performance of national TVET systems, through strategic expansion of the Network, new partnerships, closer engagement with the private sector, deeper multilateral cooperation, and increased knowledge sharing and peer learning.



#### Context

- UNESCO-UNEVOC coordinates over 230 UNEVOC Centres in 150 Member States (as of January 2024). The Network functions as a unique platform for knowledge exchange, peer learning, and mutual support and cooperation. It offers highly diverse opportunities for dialogue at regional and global levels, notably through engagement in UNEVOC-led programmes and cross-regional flagship activities.
- Participation in UNEVOC Network activities brings numerous advantages for different types of institutions, including access to TVET expertise for policy support, capacity development and technical assistance in TVET projects. It offers a community of practice for the co-creation of strategies and tools, and collaboration in research and knowledge resource development – activities that are essential to advance international cooperation and transform national TVET systems.
- Higher-level impact requires a longer-term commitment by all stakeholders. With expectations from different TVET institutions to adapt to an ever-changing landscape, the UNEVOC Network must continuously innovate to capitalize on the individual and collective potential of its members.

#### Target groups

- UNEVOC Network members (UNEVOC Centres)
- National TVET organizations and agencies
- TVET providers
- Universities and research institutes

## Areas of support

UNESCO-UNEVOC prioritizes support targeted at UNEVOC Centres – ministries, national bodies and regulators, training providers, universities and research institutes – and prospective new members of the UNEVOC Network. Interventions will be extended through the following actions.

- The quality of a diverse network relies on the quality of engagement, knowledge exchange and learning opportunities that it provides. UNESCO-UNEVOC will continue to **identify reputable leading TVET institutions** in Member States that can influence transformative change in their national TVET ecosystem. Relevant, globally oriented training of high quality that leads to equal employment opportunities for youth is an important consideration for admission to the UNEVOC Network.
- Peer learning activities and network exchange will drive new inspiration for TVET excellence and innovation. UNEVOC's capacity-building support will address knowledge and competency gaps in the teaching profession and in the leadership and governance of TVET. The experience gained from this support will inspire and strengthen the potential to innovate and steer a new TVET agenda. New modes of engagement and recognition of members of the UNEVOC Network will be created to acknowledge innovative initiatives that break new ground in the provision of TVET, including through the creation of a **global award for innovation in TVET**.
- TVET expertise in the UNEVOC Network will be made more visible through the creation of **thematic learning and advisory groups, clusters and platforms of expertise, and reference centres** that promote mutual support and learning. UNEVOC will actively compile profiles of UNEVOC Centres and their expertise to contribute to project-oriented work and thematic exchanges at national, regional and global levels. This includes identification of **UNEVOC Reference Centres** with outstanding expertise on specific aspects of TVET.
- Through the BILT project, opportunities for **collaboration and peer learning** will continue to be a source of engagement for the project's priority regions Africa, Asia and the Pacific, and Europe. The BILT community will extend learning opportunities for other regions of the UNEVOC Network, and for other partners outside of the Network. A rich array of knowledge products and innovative practices will be compiled and disseminated, while bridging events will foster cross-regional networking and learning.

## Flagships

- **UNEVOC Co-Action Initiative**
- **UNEVOC Reference Centres**
- **Global Skills Academy (GSA) network partnership programme**
- **Global Award for Innovation in TVET**

## Expected results

- Documented impact of UNEVOC Centres on national TVET systems.
- Enhanced collaboration among UNEVOC Centres and members of other networks within and across regions.
- Recognized thematic leadership and expertise of UNEVOC Centres in the development of national TVET systems.
- Activated engagement of all UNEVOC Centres and fostered active learning, sharing and mutual support.

- Building on more than two decades of productive collaboration and mutual support among UNEVOC Centres in projects and areas of common interest, UNEVOC will continue to offer support to implement innovative joint initiatives and monitor the engagements of its members. The **UNEVOC Co-Action Initiative** spotlights the wealth of information, knowledge, expertise and fruitful connections that are available in the UNEVOC Network. The Co-Action Initiative brings into focus the multiple opportunities that Network resources offer to members, to strengthen their linkages and build capacities in technical areas that each member of the Network has potential to lead on.
- The UNEVOC Network will establish **closer links with other UNESCO networks** – among them the UNESCO Associated Schools Network (ASPnet), the UNESCO Global Network of Learning Cities, and the UNITWIN/UNESCO Chairs Programme – to foster synergy that will strengthen their collective capabilities and multiply their impact. Cross-network collaborations, including joint research projects, will enable UNESCO-UNEVOC to create a more interconnected, resourceful and impactful Network with a broader reach that benefits all stakeholders. Closer collaboration of UNESCO networks will also enhance interaction between actors responsible for different components of national education systems.
- In collaboration with the **UNESCO Global Skills Academy (GSA)**, UNESCO-UNEVOC will create partnerships with UNEVOC Centres for skills development to train teachers and youth through GSA matching and training, and to monitor the impact of training on their professional career and on labour market trajectories.
- UNESCO-UNEVOC will revitalize its alliances with leading **regional and international organizations** engaged in TVET and skills development, to reinforce multilateral cooperation aimed at enhancing the relevance and quality of TVET in Member States.

### Sustainable Development Goals

4 QUALITY EDUCATION



5 GENDER EQUALITY



8 DECENT WORK AND ECONOMIC GROWTH



17 PARTNERSHIPS FOR THE GOALS



### UNESCO Strategy for TVET

Main Line of Action 1, 2 and 3

## Outcome 4

The **global TVET community** benefits from access to a comprehensive resource centre and evidence base on TVET with reliable and up-to-date data, results of research and analysis, and skills foresight related to emergent issues in TVET.



### Context

- Quantitative and qualitative information on national TVET systems relies on up-to-date and comparative data. Existing TVET data sources are frequently characterized by inadequate coverage, timeliness and comparability across countries, due to a lack of common standards and limited capacity for TVET data management and quality assurance. Gaps must be filled and standards set to align modes of data collection, processing, dissemination and documentation.
- As a clearing house in the field of TVET, UNESCO-UNEVOC collects and disseminates dynamic social and economic data, providing an overview of the national environments in which TVET operates. UNESCO-UNEVOC maintains a repository of leading TVET resources, knowledge products and information bases on TVET. It offers a diverse collection of informative and up-to-date TVET country profiles, TVET practices, a glossary of TVET terms, publications, technical resources developed by UNESCO and other UN agencies, an online discussion forum for TVET practitioners, and toolkits compiled from reputable resources for TVET teachers and educators.
- UNEVOC's database of innovative and promising practices illustrates how TVET can be designed and delivered to address contextual challenges and remain modern and relevant. It spotlights the enabling conditions for success and their positive impact on communities.

### Target groups

- Global TVET community
- TVET researchers and practitioners
- Policy-makers

## Areas of support

UNESCO-UNEVOC prioritizes the creation and strengthening of a resource hub for TVET aimed at the diverse global community of TVET stakeholders, including policy-makers and planners, TVET practitioners, educators, managers and leaders of TVET institutions, TVET researchers and analysts from academic institutions and research organizations, TVET data producers and users from national statistical offices, and TVET experts at international organizations and other agencies. Interventions will be extended through the following actions.

- UNESCO-UNEVOC's knowledge products, resources and services will be renewed and expanded to advance evidence-based development of TVET systems in Member States. **UNEVOC Connect** offers an integrated hub for dissemination of informative and up-to-date TVET resources for different stakeholders and communities. The hub provides tools for TVET practitioners and makes available new bases of information that link TVET provision and labour market data. UNEVOC Connect will be comprised of the knowledge products and services listed below.
- The **UNEVOC TVET Country Profiles** will be updated, expanded and better documented to support decision-makers through the provision of key comparable TVET indicators that are critical for TVET transformation. To strengthen the evidence base for transforming TVET, UNESCO-UNEVOC will expand the TVET Country Profiles with an inventory of national and regional TVET policies, legal frameworks, TVET policy reforms and other key documents that provide a complete view of TVET and skills development in a country.
- UNESCO-UNEVOC's TVETipedia provides definitions of **TVET terminology**. The service offers an overview of normative instruments, international TVET actors and regional qualifications frameworks. The aim of the glossary is to help create a common TVET language and to reduce misunderstanding in global TVET discussions. TVETipedia will be continuously expanded and updated.
- UNESCO-UNEVOC will work with the UNESCO Institute for Statistics and other partners to identify **key data and indicators on TVET and skills development** that can inform TVET policy development and monitoring of national TVET systems. In partnership with UNEVOC Centres and other institutions, UNESCO-UNEVOC will promote the sharing of good practices and lessons learned from the collection, analysis, dissemination and use of data on TVET.

## Flagships

- **UNEVOC Connect** global clearing house on TVET
- **UNEVOC webinar series**
- **UNEVOC discussion paper series**

## Expected results

- Established updated and reliable country profiles and information bases on TVET.
- Increase in evidence-based, comparable, relevant, and timely TVET data.
- Successful collaboration for establishment of a global skills tracker.
- Universal access to Open Educational Resources in the field of TVET.
- New UNEVOC partnerships on digital platforms.
- Strengthened TVET policy and research agenda.

- As part of UNESCO-wide flagships that support evidence-based planning and skills strategy building, and in the context of the ambition set out in the UNESCO Strategy for TVET, UNESCO-UNEVOC will join hands with UNESCO and other partners to develop a **global skills tracker** with real-time data on skills demand and supply in the labour market. This will enable the monitoring and analysis of training, upskilling and reskilling and offer guidance to policy-makers and other TVET stakeholders.
- Digital technologies and the internet allow for easy sharing of online learning and training materials. UNESCO-UNEVOC will promote universal access to **open educational resources** in the field of TVET. These include curricula, syllabi, textbooks, presentations and other course materials that can be used, curated, adapted and redistributed by educators.
- UNESCO-UNEVOC will make its own learning material more easily available on **digital learning platforms** by partnering with institutions that have a strong presence in the e-learning space.
- UNESCO-UNEVOC will lead in the identification, compilation and dissemination of the best available **TVET research and evidence** through global and thematic discourse. In collaboration with its Network of UNEVOC Centres and other partners, UNESCO-UNEVOC will organize and contribute to research conferences; enable inter-institutional mobility of researchers, including hosting at UNESCO-UNEVOC; and disseminate key research findings through discussion papers and other means. The aim is to strengthen the link between TVET research and evidence-based policy-making, through increased awareness of new developments in the fields of education, training and employment.

### Sustainable Development Goals



### UNESCO Strategy for TVET

Main Line of Action 1, 2 and 3

# Thematic priorities

UNESCO-UNEVOC's MTS IV is anchored on the key thematic priorities of UNESCO that are considered essential to transform TVET to become more relevant and future oriented. The strategy's focus areas ensure that UNESCO-UNEVOC can deliver support for TVET systems to adapt their training to the benefit of individuals, economies and societies in a fast-changing world of work. To this end, UNESCO-UNEVOC's strategy features themes that directly contribute to the main lines of action of the UNESCO Strategy for TVET for 2022–2029.



Skills for **individuals** to learn, work and live



Skills for **inclusive and sustainable economies**



Skills for **inclusive and peaceful societies**



- **Lifelong learning:** TVET is an essential component of lifelong learning. It promotes competencies for work and life and ensures that all youth and adults have equal opportunities to learn. Lifelong learning is crucial in today's rapidly changing society. TVET stands out because it can respond to evolving skills demands and the global transition towards green and digital economies. The aim is to foster **flexible pathways** to skilling, reskilling and upskilling; the acquisition of 21st century skills; and attainment of qualifications and credentials that can empower individuals.



- **Equity and inclusion:** TVET plays a vital role in enhancing labour market outcomes and facilitating equal representation, social integration and mobility of women, migrants, disadvantaged youth and other vulnerable groups. **Vulnerable populations** continue to face significant obstacles to accessing quality skills training. Prioritizing the rights, equity and inclusion of marginalized groups in TVET is crucial because it can help them to transition from unemployment and from precarious livelihoods and employment situations to formal employment and decent work. Appropriate policies that adhere to the right to education and other international standards, and their application to the TVET sector, will ensure TVET's successful contributions to equity and inclusion.



- **Multistakeholder engagement with the private sector:** The private sector, social partners and employer organizations help to reorient TVET according to needs in the labour market. Many of these partners are committed to a shared vision to achieve the SDGs, and partnership and cooperation are more crucial than ever for skills development. These stakeholders bring knowledge of professional and market needs and quality standards of work; maintain an agile structure to engage in research, innovation and development; have access to labour market information to forecast skills; and have the infrastructure to provide practical and work-oriented training and certify skills according to industry standards. Closer engagement with the private sector and other social partners provides several benefits. These include complementing TVET institutions' technical and pedagogical approaches to developing knowledge, skills and values, and providing access to the market-oriented knowledge, data and processes needed to develop TVET institutions' niche areas. The **alignment of existing TVET programmes to industry demand** is a top priority to address skills shortages and support economic development, while simultaneously promoting principles of sustainability. By fostering TVET providers' close engagement and cooperation with business, industry and enterprises, for example those that work in close partnership with UNESCO to deliver the aims of the Global Skills Academy, institutions can better identify and work collaboratively with vetted partners of UNESCO in skills development, align their training goals and offers, and ensure that TVET is demand-driven and future-focused.



- **Green and digital transformation:** The green and digital transformations are closely intertwined. TVET needs to strengthen its response to the demands of the green economy transition by renewing vocational training that is relevant for **jobs in the green economy** and equips learners with transversal and technical green competencies and mindsets that enable them to adapt to changing work processes and profiles. Mitigation of climate change, ecosystem restoration and preservation of biodiversity, reduction of pollution and waste, and protection of natural resources must be underpinned in the re-orientation of skills, values and behaviours. Sensible automation of work processes and adoption of green technologies are also critical for developing green and digital skills. TVET's response to the rapid digital transformation will enable TVET systems to upend many aspects of TVET delivery that can result in **opportunities for individuals** to develop their digital skills. This requires the integration of new digital skills and competencies in teaching and learning processes, and adoption of modern and technology-enabled pedagogies and learning systems that can prepare TVET students for the rapidly changing landscape of work.



- **Artificial intelligence:** The rapid spread of AI is altering learning systems, labour markets, industrial services, agricultural processes, value chains and the organization of workplaces. There is a need to better understand the impact of AI on labour markets, and consequently on TVET systems. TVET institutions must develop a deeper understanding of current and future applications of AI to inform the planning and design of TVET. The evolving development and deployment of AI technologies creates opportunities for sharing practices and experiences to appreciate the benefits of AI in the classroom. One example is the engagement of students in developing their critical thinking, problem-solving and design skills using AI applications that enable customized learning pathways. AI can also support teachers in managing routine tasks.



- **Innovation and excellence:** To remain relevant to the needs of the economy, society and environment in a rapidly evolving world, TVET must continuously innovate and strive for excellence. Innovation implies a substantial change in the design and delivery of TVET that improves institutional efficiency and effectiveness. The dual digital and green transition is a driving force for adopting **innovative measures that can help solve the global challenges of our time**. TVET providers must integrate appropriate cutting-edge technologies into their curricula and adapt their teaching methods to ensure that TVET graduates possess the skills and competencies needed to thrive in tomorrow's workforce. This way, innovation can also contribute to enhancing the attractiveness of TVET and the prestige of vocational occupations.



- **Career guidance in TVET:** TVET develops technical and transferable skills needed in a changing world. It supports the formation of the mindset and values that are important for life as a global citizen, economic development and the creation of a sustainable society. It advances opportunities for participation and the inclusion of disadvantaged groups. Skills development must be accompanied by adequate career guidance that promotes school-to-work transition and lifelong learning and career pathways. The development of **entrepreneurial skills** that draw on individual talents and creativity, and the promotion of wider participation of women and girls in different technical areas, including **STEM**, are critical. Building the capacity of institutions and professionals to offer effective career guidance and contribute to the professional development of learners is important for stimulating the economy and promoting social justice.



- **Global citizenship education:** UNESCO emphasises TVET as an important vehicle to promote the principles of global citizenship, cultural diversity and climate action in all communities. Incorporating Global Citizenship Education (GCED) in TVET programmes is important to equip TVET students with the ability to formulate solutions to global issues that touch on socio-economic, political and ecological developments. This approach is also powerful in fostering awareness of global values and respect for cultural diversity.

# Theory of change



# Funding and resource mobilization

The strategy will be implemented through funds provided by UNESCO, the Federal Government of the Republic of Germany, other UNESCO Member States, and other partners and donors. Apart from financial support, other contributions from Member States will ensure the success of UNESCO-UNEVOC's MTS IV. These include technical input to project and activity implementation, short-term traineeship agreements and long-term expert-on-loan agreements.

UNESCO-UNEVOC will actively identify additional funding opportunities to advance the implementation of MTS IV. Subject to fund availability, flagships defined in the strategy will be delivered in part or in full, according to the priorities in the UNESCO Strategy for TVET 2022–2029.

# Communication and visibility

UNESCO-UNEVOC will inform Member States and the global TVET community about the progress of its MTS IV programmes and flagships through social media channels, a revamped UNESCO-UNEVOC website, quarterly newsletters and joint communications campaigns with partners.

The MTS IV communications strategy will seek to increase the visibility of UNESCO-UNEVOC and the UNEVOC Network, as well as the visibility of donors, while showcasing a positive image of TVET. Communications activities will focus on programme impact, success stories and best practices, and whenever possible, will be linked to UN International Days, including World Youth Skills Day.

# Implementation strategy

UNESCO-UNEVOC builds on its long-standing cooperation with UNESCO field offices, donors, partners in the UNEVOC Network, the Inter-Agency Group on TVET, regional and international organizations active in the field of TVET and skills development, the private sector and others to ensure the success of MTS IV. The creation of enabling environments for learning and exchange is key. UNESCO-UNEVOC will seek strong collaboration from partners within UNESCO – among them the Section of Youth, Literacy and Skills Development, the UNESCO Institute for Lifelong Learning and the UNESCO Institute for Statistics – other UN and development agencies and the UNEVOC Network to co-develop, co-design and co-implement projects and activities that are engaging and mutually beneficial.

Member States will be supported through programmes, projects and activities that are designed to empower institutions and actors in the TVET arena and create an impact at the national TVET system level. Different projects will contribute to the overall aims of the strategy, each with well-defined outputs

that help measure progress in reaching the four identified outcomes of UNESCO-UNEVOC's MTS IV. Annual work plans will be developed to frame specific quantifiable targets and a timeline of implementation. The scale of interventions and outreach will depend on the budget available at UNESCO-UNEVOC for each financial year over the MTS period of 2024–2026.

The UNEVOC Network and communities created within the Network and beyond will be strengthened through interventions targeted at institutional and professional development. UNESCO-UNEVOC will deliver training and capacity-building, technical advice and assistance, network peer learning, bridging of experience within and across regions, best practice dissemination and knowledge management. UNESCO-UNEVOC will address specific training and capacity gaps among TVET stakeholders and take advantage of UNEVOC Centres' rich experience in TVET and the diverse profiles of institutions that can promote new learning opportunities. The aim is to provide opportunities for UNEVOC Centres to identify partners in the Network and to learn first-hand about TVET developments in other institutional and country contexts.

Efficient management and investment in development of the human and other assets of UNESCO-UNEVOC are critical for programme delivery. Continuing professional development and learning of UNESCO-UNEVOC staff and improved human resource planning and recruitment will ensure relevant qualifications and experience of personnel. In turn, this will increase the capacity for programme implementation.

## Monitoring and evaluation

UNESCO-UNEVOC will monitor the outcomes and immediate impact of its programme activities using the UNESCO results-based management and monitoring approach, in alignment with the monitoring framework of the UNESCO Strategy for TVET, to which MTS IV will provide key contributions.

An internal mid-term review of MTS IV progress and achievements will be conducted in 2025. An external evaluation of MTS IV will be carried out in the last year of implementation in 2026. It will consider the periodic results of monitoring, the record of progress of activities and programme implementation against set targets in UNEVOC's annual work plans. It will also take into account external feedback from stakeholders involved in UNESCO-UNEVOC programmes and projects. The impact and outreach of the MTS IV will be evaluated using standard data collection and evaluation criteria, including effectiveness, efficiency, relevance, impact, outreach and sustainability.



**unesco**

International Centre for  
Technical and Vocational  
Education and Training

The UNESCO-UNEVOC medium-term strategy for 2024 to 2026 sets out a roadmap to elevate technical and vocational education and training (TVET) for a just and sustainable future and empower TVET institutions to address the demands of digital, green and inclusive societies and economies.

In alignment with the 2030 Agenda for Sustainable Development and the UNESCO strategy for TVET 2022-2029, UNESCO-UNEVOC will support Member States to upgrade their TVET systems and equip all youth and adults with skills for employment, decent work, entrepreneurship and lifelong learning.

By working alongside international organizations, governments, UNEVOC Centres and partners, UNESCO-UNEVOC will implement a transformative TVET agenda focused on building flexible pathways for individuals to learn, work and live in a world that demands innovative solutions to complex, interconnected challenges.

