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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 and the UNEVOC Network

Friedrich Huebler, Head of UNESCO-UNEVOC

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### History

- **1987:** UNESCO's [First International Congress on TVET](#) held in Berlin.
- **1993:** UNESCO launches international project on TVET, hosted in Berlin. [UNEVOC Network](#), a global network of TVET institutions, is created.
- **1999:** [UNESCO Member States resolution](#) to establish an international centre for TVET.
- **2002:** [UNESCO-UNEVOC](#) inaugurated in Bonn, as UNESCO's specialized centre for TVET.

### Mission

- Increase the quality, relevance, attractiveness, and accessibility of national TVET systems
- Promote cooperation among Member States

### Activities

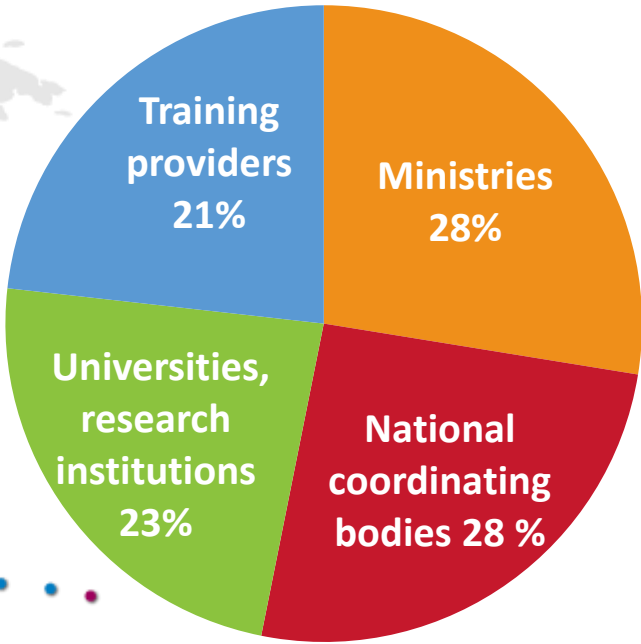
- Capacity building, technical assistance
- Networking, knowledge exchange
- Advocacy for TVET (standards, quality, accessibility)

# UNEVOC Network: 233 UNEVOC Centres in 151 countries



**Regional distribution of UNEVOC Centres:**

- Africa: 58
- Arab States: 26
- Asia and the Pacific: 60
- Europe and North America: 51
- Latin America and the Caribbean: 38



**UNEVOC Centres in Switzerland:**

- State Secretariat for Education, Research and Innovation (SERI)
- Swiss Federal University for Vocational Education and Training (SFUVET)

# Global reach of the UNEVOC Network in 2024

Region	UNEVOC Centres	Students	Teachers
Africa	58	3,711,612	133,124
Arab States	26	3,790,362	201,349
Asia and the Pacific	60	43,891,616	1,107,225
Europe, CIS, North America	51	8,777,316	467,586
Latin America, Caribbean	38	6,553,892	109,432
<b>World</b>	<b>233</b>	<b>66,724,798</b>	<b>2,018,716</b>



# UNESCO Strategy for TVET 2022-2029: Main lines of action



MLA 1: Develop skills for all individuals to learn, work and live



MLA 2: Develop skills for inclusive and sustainable economies



MLA 3: Develop skills for inclusive and peaceful societies

# UNESCO-UNEVOC Medium-Term Strategy 2024-2026



**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.



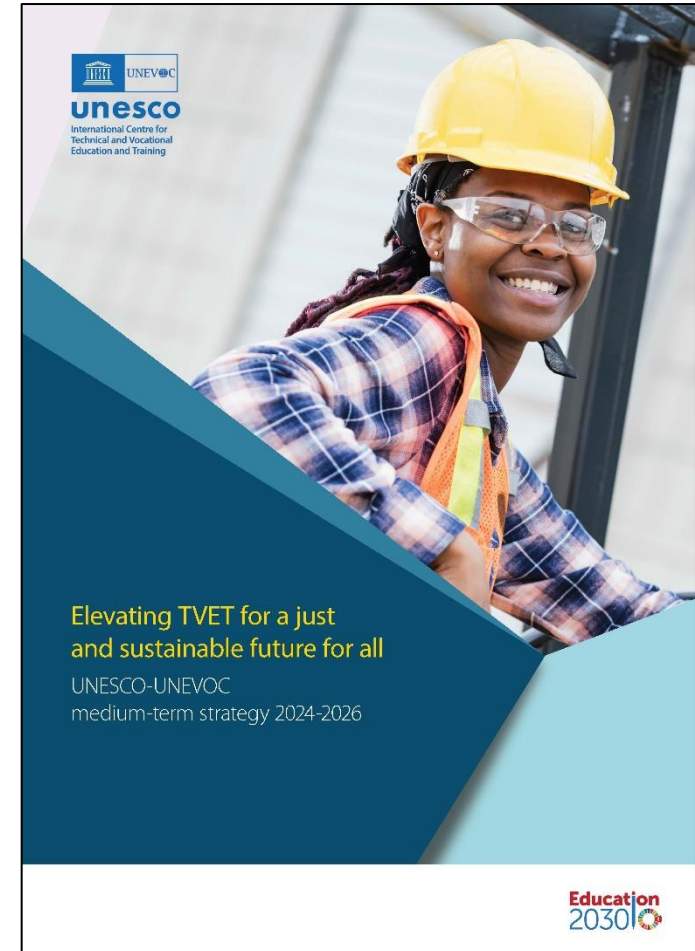
**Outcome 2: TVET leaders, managers and teachers** are equipped with relevant and future-oriented skills to better meet the needs of learners.



**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 and closer engagement with other stakeholders.



**Outcome 4: The global TVET community** benefits from access to a comprehensive resource centre and evidence base on TVET.



# Thematic focus areas of UNESCO-UNEVOC for 2024-2026



**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**

# UNEVOC interventions and flagships 2024-2026



Capacity-  
building



Technical  
advice



Network peer  
learning



Bridging of  
experience



Best practices  
dissemination



Knowledge  
management

- 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
- UNEVOC TVET Leadership Programme
- UNEVOC EDGE: Entrepreneurship, digitalization, greening and equity
- UNEVOC Co-Action Initiative
- UNEVOC Reference Centres
- Global Skills Academy network partnership programme
- Global Award for Innovation in TVET
- UNEVOC Connect global clearing house on TVET (Global Skills Tracker, Virtual Centre of Excellence)
- Webinar series
- Discussion paper series



# Capacity building: TVET Leadership Programme

## UNESCO-UNEVOC TVET Leadership Programme: Build the capacities of TVET leaders and managers



- Global UNESCO-UNEVOC TVET Leadership Programme **established in 2016**
- **Regional TVET Leadership Programmes**
- Special Edition TVET Leadership Programme 2020 on building the capacities of TVET staff to meet the challenges of COVID-19
- **Online edition TVET Leadership Programme 2021** on skills for the digital transformation: How TVET institutions can respond to future demands.
- Online edition of TVET Leadership Programme 2022-2023 on just and green transition
- Online edition of TVET Leadership Programme 2023 was on TVET leaders' vision, knowledge and skills for change
- **Over 800 leaders and managers trained** in TVET Leadership Programme through its global, regional and online editions

# BILT project on new qualifications and competencies



## New Qualifications and Competencies (Africa, Asia and the Pacific, Europe)

How can they be put into practice, ensuring future-oriented, attractive TVET career paths?

- **Identification** through suitable approaches and instruments
- **Integration** into curricula and training regulations
- **Implementation** in teaching and training

Bridging Line

Innovation Line

Learning Line

## Perspectives of various expert groups:

[New qualifications and competencies for future-oriented TVET, 3 volumes, 2021](#)

## Sectoral focus:

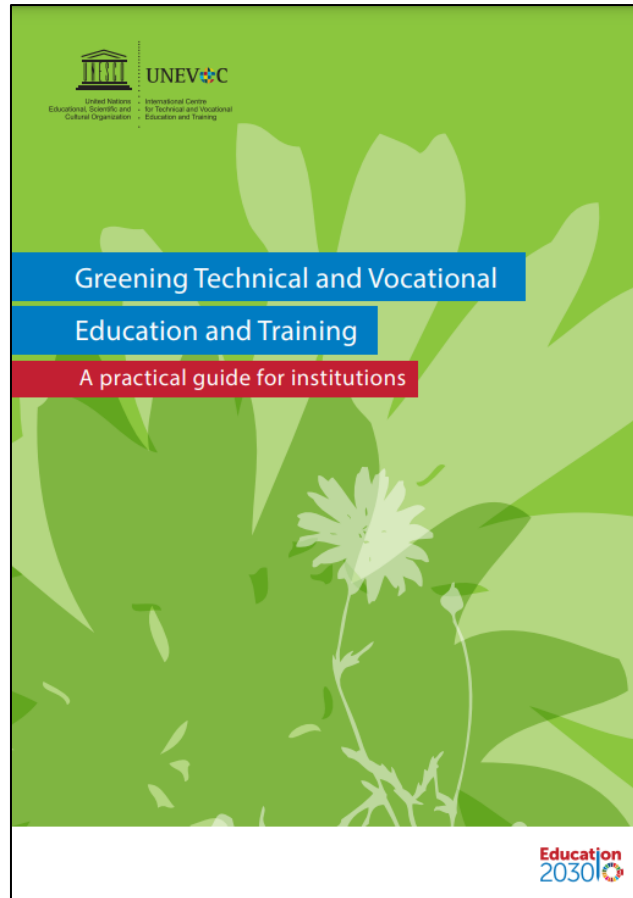
2023: tourism and hospitality

2024: building and construction



# Tools, guidance documents, and frameworks to support quality TVET

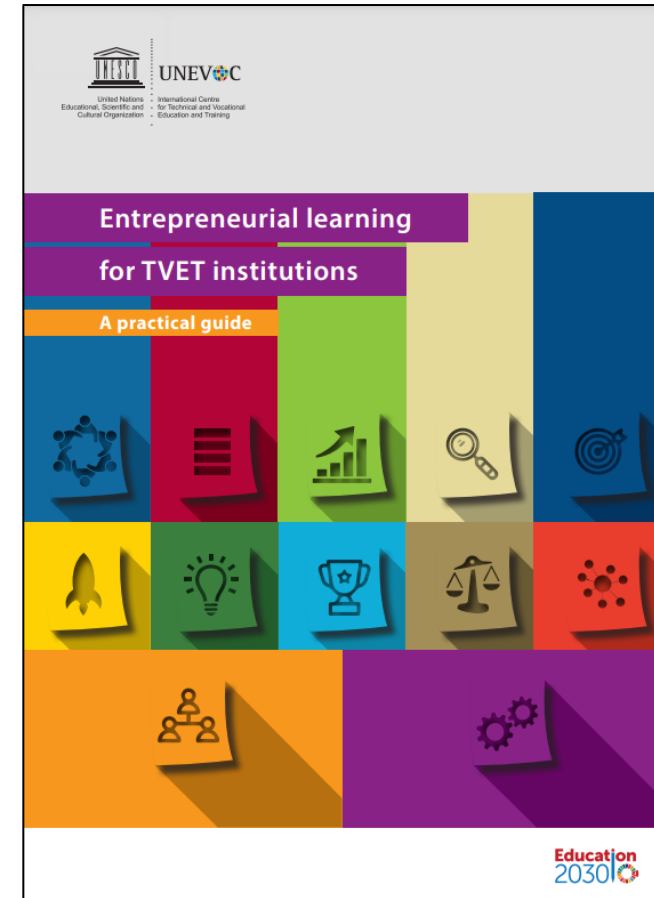
## Reference guidance frameworks



Access [here](#)

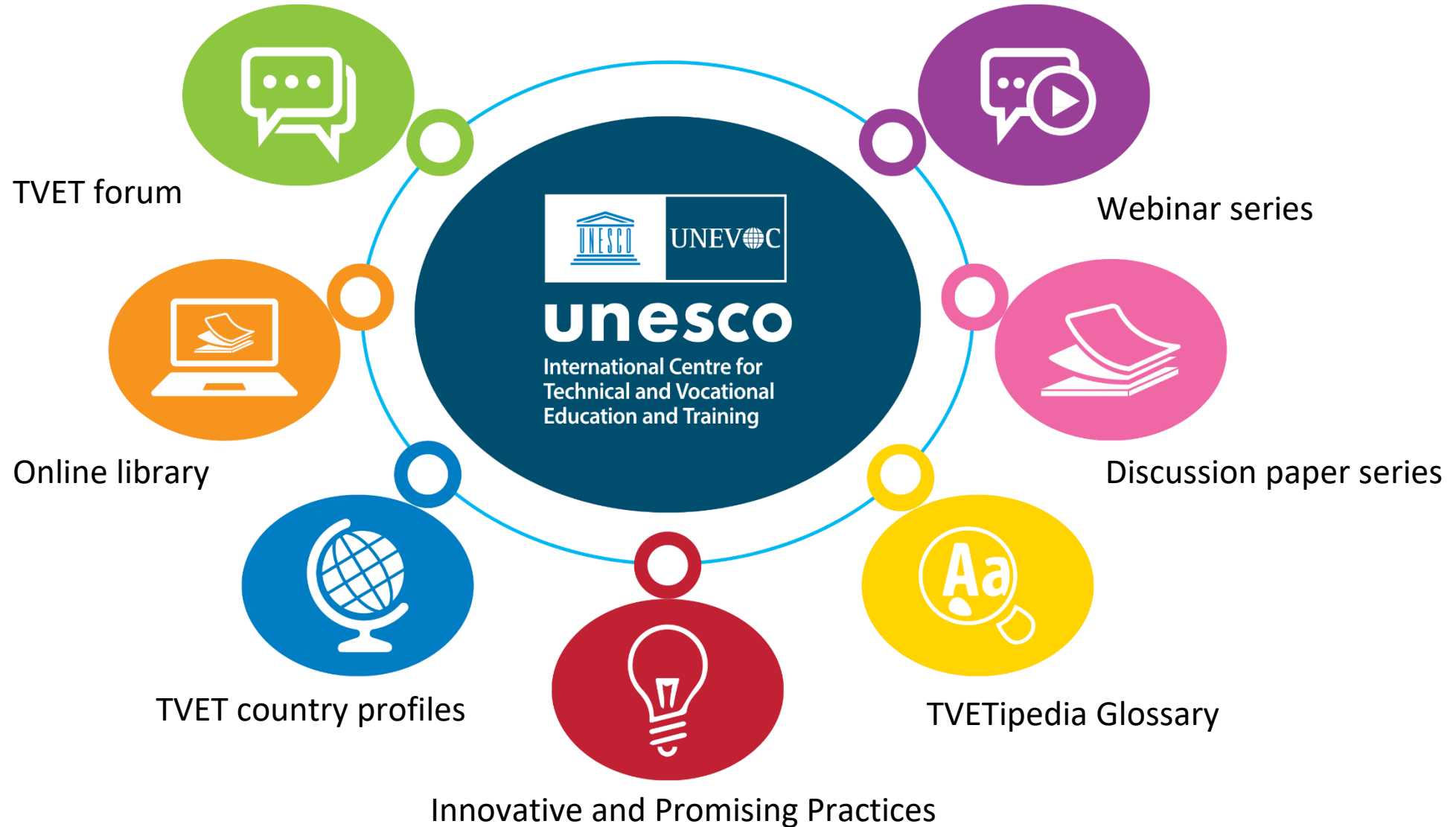


Access [here](#)



Access [here](#)

# UNESCO-UNEVOC's resources for the global TVET community



# Contact information

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