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International Centre for
Technical and Vocational
Education and Training

Handbook for the UNEVOC Network



Handbook for the UNEVOC Network

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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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United Nations
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UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training

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1. UNESCO-UNEVOC International Centre for TVET



1.1 The origins of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (TVET) can be traced back to **UNESCO's First International Congress** on the Development of Technical and Vocational Education held in 1987 in Berlin, Germany.

1.2 The Conference recommended establishing an international centre for research and development in technical and vocational education. In 1993, the Director-General of UNESCO launched an international project on TVET, which was hosted in Berlin with the support of the Government of Germany. As part of this project, a global network of TVET institutions, called the **UNEVOC' Network**, was launched.

1.3 This project continued for several years. In 1999, UNESCO Member States passed a resolution to create a permanent structure to coordinate the Network.² A host country agreement with Germany was signed in 2000 and UNESCO-UNEVOC was officially inaugurated at the United Nations' (UN) Bonn Campus in 2002. UNESCO-UNEVOC now operates as **UNESCO's specialized centre for TVET**.

1.4 The mission of UNESCO-UNEVOC is to support UNESCO's Member States in their efforts to strengthen and upgrade their TVET systems. More broadly, UNESCO-UNEVOC aims to contribute to the achievement of **Sustainable Development Goal 4³** on quality education:

- to ensure equal access to affordable and quality TVET (Targets 4.3 and 4.5) for all women and men, especially those in vulnerable situations;
- to increase the number of youth and adults with relevant TVET skills for employment, decent jobs and entrepreneurship (Target 4.4.); and
- to ensure all learners acquire knowledge and skills needed to promote sustainable development (Target 4.7).

1 The acronym 'UNEVOC' is a combination of 'UNESCO' and vocational education'.

2 UNESCO's General Conference Resolution 30 C/Res. 9

3 UNESCO-UNEVOC's work also contributes to Sustainable Development Goal (SDG) 5 on gender equality, 8 on decent work and economic growth, 13 on climate action and 17 on partnerships.





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:

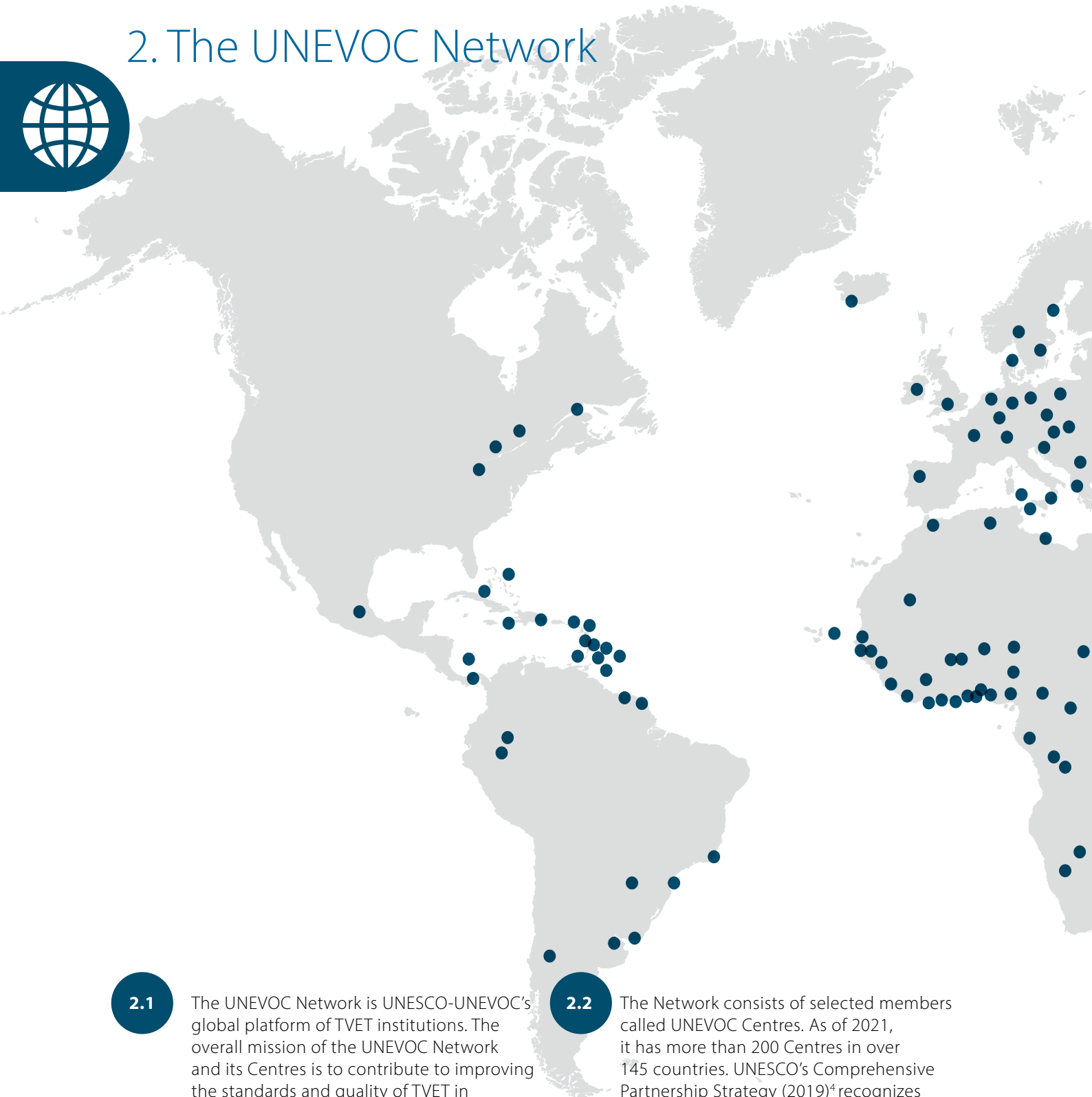
To eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations



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

2. The UNEVOC Network



2.1

The UNEVOC Network is UNESCO-UNEVOC's global platform of TVET institutions. The overall mission of the UNEVOC Network and its Centres is to contribute to improving the standards and quality of TVET in their respective countries and globally. The Network's key objectives are to:

- facilitate cooperation and mutual assistance for institutional capacity development, and
- provide peer learning and knowledge sharing opportunities for its members.

2.2

The Network consists of selected members called UNEVOC Centres. As of 2021, it has more than 200 Centres in over 145 countries. UNESCO's Comprehensive Partnership Strategy (2019)⁴ recognizes the UNEVOC Network as one of UNESCO's Family Partners that bring a wealth of knowledge and expertise to the organization's programmes.

4 UNESCO's Comprehensive Partnership Strategy (2019), see: <https://unesdoc.unesco.org/ark:/48223/pf0000370506/PDF/370506eng.pdf.multi>



Members of the UNEVOC Network embrace and emphasize a spirit of cooperation and mutual assistance. They work together as a collective with the support of UNESCO-UNEVOC to achieve the Network's mission.

2.3 TVET stakeholders, including policy-makers, system designers and regulators, training providers (schools, colleges and universities), TVET teacher training institutions and research institutions are widely represented in the Network.

Joining the Network is an opportunity to work with these institutions at national, regional and international levels. More specifically, the benefits of joining include:

- participation in the various services and activities of UNESCO-UNEVOC to strengthen institutional capacities,
- contribution to the global debate on TVET,
- access to worldwide TVET information and know-how,
- expansion of institutional and professional networks,
- pooling of resources and development of synergies, and
- fostering of regional and international partnerships.

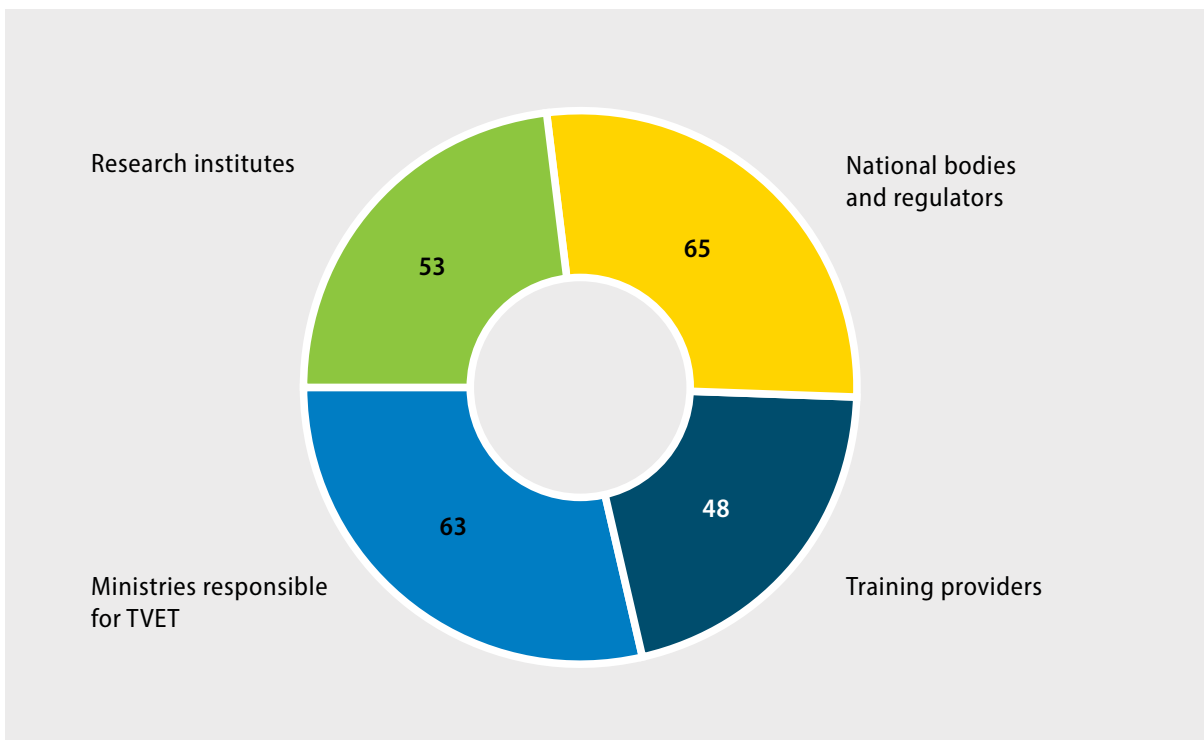
2.4 Members of the Network, or UNEVOC Centres, can participate in specific activities that UNESCO-UNEVOC designs for them. They can access opportunities to work with other Centres to set up their own projects on common interests. The Centres are the primary beneficiaries of UNESCO-UNEVOC's activities for the Network and they are active contributors to its objectives.

2.5 The Network is managed by the **UNEVOC Network Secretariat**, which is a team within UNESCO-UNEVOC that supports the activities and operations of Network members. The Secretariat is key to coordinating the programme (see Section 5) and administrative activities (see Section 4) for the Network and its Centres globally.

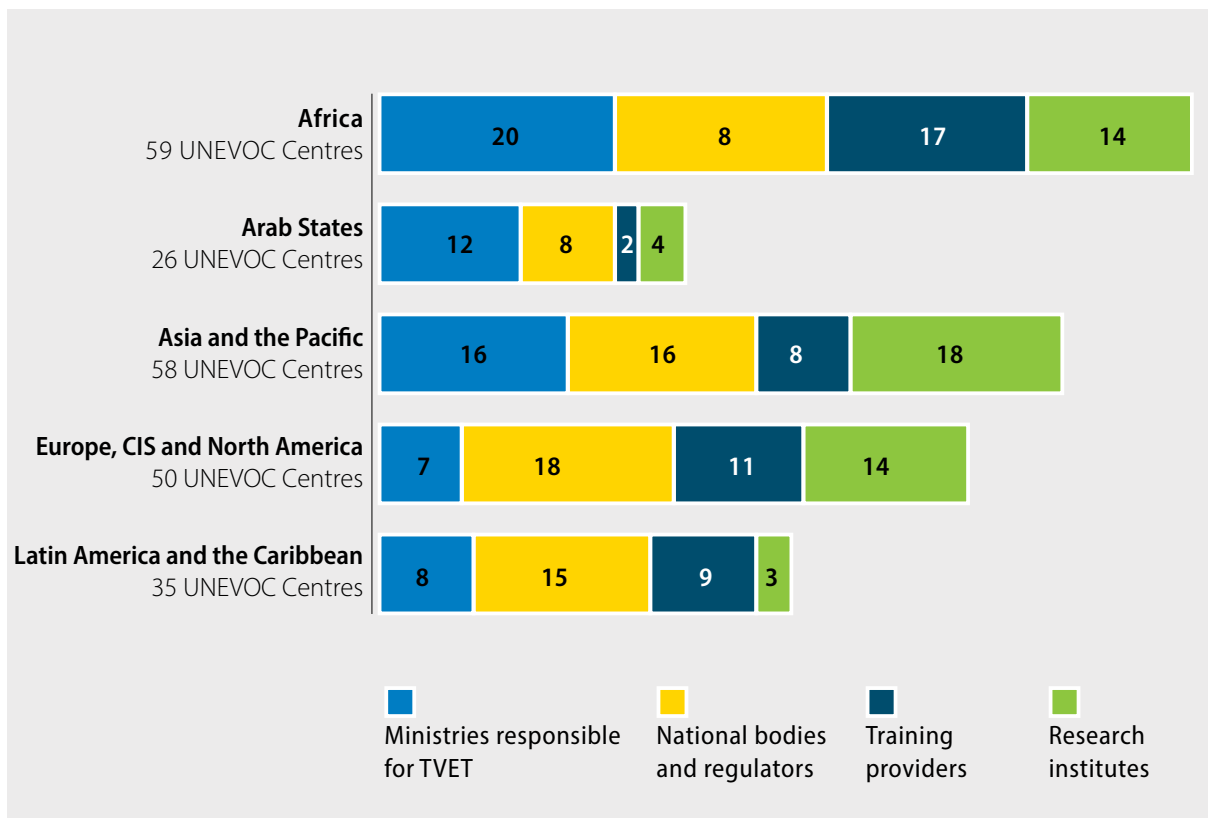
2.6 The Secretariat is supported by a dedicated team and includes staff members designated as **Regional Focal Points (RFPs)** who are responsible for each of the five regions – Africa, Arab States, Asia and the Pacific, Europe, CIS and North America, and Latin America and the Caribbean.

2.7 RFPs are responsible for day-to-day interaction and communication with the Centres in the respective regions, and give them necessary guidance and assistance. RFPs also organize orientation sessions for new members.

Number of UNEVOC Centres per organization type, November 2021



Number of UNEVOC Centres per region and organization type, November 2021



3. UNEVOC Centres



3.1 To become a Centre, institutions should successfully pass a formal application process (see Section 4.3). Centres are expected to fulfil a set of requirements (see Section 4.6) to maintain membership.

3.2 Each Centre must designate a **UNEVOC Centre Coordinator**, who will be the main focal point for interacting with the Secretariat and other Centre Coordinators.

3.3 The **Head of a Centre** (e.g. executive director, president or his/her designate) is expected to act as the **signatory** for all executive processes related to Network membership. For example, the Head will approve the biennial report and membership renewal and is expected to designate a Coordinator.

3.4 If at any point the Coordinator changes, it is the responsibility of the Head of the Centre to designate a new Coordinator in a timely manner, to ensure continuity of the Network's activities. During the transition time, the Head of the Centre is expected to play the role of Coordinator, and become the focal point for communication with the Secretariat and other Centres.

A Coordinator is expected to perform the following duties:

facilitate and mobilize their Centre's engagement in Network activities (see Section 5)

update the Centre's institutional information and contact details

prepare and submit a biennial report approved by the head, or senior representative, of the institution (see Section 4.7)

support the membership renewal process (see Section 4.8)

4. Membership



4.1

Eligibility: to become a UNEVOC Centre, a qualified TVET institution is expected to meet the following criteria, among others:

- formal recognition provided by the national authorities of a UNESCO Member State;
- mandates in one of the four categories of TVET activities:
 - policy-making,
 - regulation,
 - service provision, and
 - conducting research and development;
- proven record of experience in knowledge sharing and project implementation;
- demonstrated capacity to engage in international collaboration.

4.2

Typically, UNEVOC Centres fall into one of the following institutional categories, which reflect the functions described above:

- a department responsible for TVET in a ministry;
- a national body (e.g. council, authority or agency) tasked with the development, regulation and implementation of TVET policies;
- leading public and private TVET providers (e.g. TVET schools, training centres, technical colleges, universities and polytechnics) at secondary, post-secondary or tertiary levels;
- research and development, including TVET teacher training institutions.

4.3

Admission procedure: an interested TVET institution is first invited to read the Handbook for the UNEVOC Network to better understand the mission, objectives and core principles of the Network; how it functions; what is expected of Network members; the benefits of membership; and whether they meet the eligibility criteria in Section 4.1.

Steps to join the UNEVOC Network

1

Contact:

declare interest to the Network Secretariat

2

Application Form:

download, fill out and submit

3

Review Process:

UNESCO-UNEVOC (UNEVOC Network Secretariat and Regional Focal Points), in consultation with Field Offices, reviews application

4

Endorsement:

the country's UNESCO National Commission endorses TVET institution

5

Final Decision:

Head of the UNESCO-UNEVOC International Centre accepts or rejects the institution's application

4.4 If the initial eligibility criteria are met, the interested institution can contact the UNEVOC Network Secretariat to declare its interest to join the UNEVOC Network. Following this, the Secretariat will provide the institution an application form to fill out and submit to the Secretariat via the following email address: unevoc.network@unesco.org. The submitted form is then reviewed by the UNEVOC Network Secretariat, in consultation with the relevant UNESCO Field Office. Once the application has been accepted preliminarily, UNESCO-UNEVOC seeks endorsement from the institution's respective UNESCO National Commission.⁵

4.5 When the National Commission has endorsed the application, UNESCO-UNEVOC authorizes the admission of the institution into the Network. A formal acceptance letter is sent to the Centre by the Secretariat, along with a Network plaque in recognition of its membership. The Secretariat gives the new Centre an orientation session to familiarize it with the Network's tools.

4.6 **Requirements:** membership is valid for four years. For a Centre to remain a Network member, it must act at all times in accordance with UNESCO's core principles and values and fulfil the following basic requirements:

- a signatory person has been identified and a Centre Coordinator designated (see Section 3.4),
- the Centre participates in and contributes to at least one activity offered by UNESCO-UNEVOC or a UNEVOC Centre-led collaborative activity per year (see Section 5),
- the Centre maintains and updates its contact details and institutional profile in the directory (see Section 6.1),
- the Centre displays the UNEVOC Network plaque (see Section 4.11), and
- the Centre submits its biennial report on time.

4.7 **Biennial report:** submission of a biennial report is one of the main requirements for a Centre to keep its membership. The report states what the Centre has been doing in, with and/or for the Network. Every two years, the Secretariat will provide a link to a web page on which the Coordinator is asked to:

- provide a record of activities related to the UNEVOC Network that the Centre has developed or participated in over the previous two years,
- provide a record of other relevant activities conducted outside the Network,⁶ and
- update all contact details, including the Centre's profile (see Section 6.1).

The Coordinator is responsible for preparing and submitting the report, which must be approved and signed by the Head of the Centre.

⁵ National Commissions for UNESCO are a global network of national cooperating bodies set up by their respective governments in UNESCO's Member States. Their aim is to associate governmental and non-governmental bodies in education, sciences, culture and communication with the organization's work.

⁶ Related to one or more of the themes of the UNESCO-UNEVOC Medium-Term Strategy

4.8

Renewal or termination: membership is structured in a four-year cycle.⁷ The Secretariat launches the renewal process in the final year of each cycle by sending an online renewal form to the Centre Coordinator. The Centre submits a completed form within a given timeline. Once the requirements for membership are proven to have been met, the Secretariat renews the membership by notifying the Centre.

4.9

UNESCO-UNEVOC reserves the right to terminate membership if any of the basic requirements are not fulfilled satisfactorily (see Section 4.6 for membership requirements). If a Centre is delisted from the Network, UNESCO-UNEVOC informs the Centre and its respective National Commission for UNESCO. The Secretariat removes the Centre from the database and its portal page is deleted.

4.10

A delisted Centre may apply to rejoin the Network through the application process. If a Centre does not uphold UNESCO's values and principles, membership will be cancelled, even if the basic requirements for keeping membership have been fulfilled.

4.11

Visual identity: when membership is granted or renewed, the Centre receives a plaque from the Secretariat confirming its membership. This plaque must be displayed prominently in the Centre's premises, either at the entrance to the institution or in a public viewing area.

4.12

The Centre should refer to itself as a UNEVOC Centre, not a UNESCO-UNEVOC Centre. The latter is limited exclusively to the UNESCO-UNEVOC International Centre for TVET based in Bonn, Germany. Accordingly, the logo of UNESCO-UNEVOC is not to be used by Centres.

4.13

To demonstrate their Network membership, Centres are encouraged to use the UNEVOC Network member logo, provided by UNESCO. UNESCO determines the general conditions for use of the UNEVOC Network member logo. These cannot be changed without the prior written agreement of UNESCO (see Annex 1 for guidelines on logo use).



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UNEVOC Network Member

⁷ Work in progress to reconcile it with the three-year cycle of the UNESCO-UNEVOC Medium-Term Strategy

5. Activities



- 5.1** Most of the activities undertaken by UNESCO-UNEVOC in Bonn are designed to support the UNEVOC Centres. Other TVET institutions have access to the knowledge management resources, products and services of UNESCO-UNEVOC and may be invited to some of the activities either for partnership for delivery or as beneficiaries. Participating in and contributing to these activities is one of the main benefits of joining the Network for TVET institutions.
- 5.2** UNESCO-UNEVOC often organizes webinars and conferences online and in-person to share and disseminate information and experiences on TVET policies and practices. These events are posted online. In most cases, they are open to the Centres and to other TVET institutions.
- 5.3** When **UNESCO-UNEVOC project or programme activities** are designed specifically for the Centres, the information is posted online and/or sent directly to the Centre Coordinators. Participation in and contribution to some of these activities is usually merit-based or through competitive selection (i.e. a call for proposals). Many of these activities aim to provide capacity building, peer learning and information sharing opportunities for TVET stakeholders (see Annex 2 for examples).
- 5.4** The themes of the activities offered by UNESCO-UNEVOC can vary. They are usually stated in UNESCO-UNEVOC's Medium-Term Strategy, which is developed and renewed every three years. However, the focus of the activities is always within the purview of UNESCO's strategic TVET framework, which includes, but is not limited to, innovation, future planning, greening, inclusion, youth employment and private sector engagement in TVET.
- 5.5** In addition to the activities provided by UNESCO-UNEVOC, the UNEVOC Network Secretariat and the thematic teams will, at times, facilitate Centres to seek partnerships and to develop collaborative activities within the Network.
- 5.6** UNESCO-UNEVOC sets aside technical and financial resources to support **Centre-led projects or initiatives** as part of the new programme launched in 2021 and piloted from 2021 to 2023. To identify these activities, the Secretariat launches calls for collaboration proposals at the beginning of its three-year planning cycle. Collaboration among the Centres in areas of common interest is key to these activities.
- 5.7** The authors or the coordinators of the lead Centres whose proposals are selected are invited to form a group to further encourage information sharing and mutual learning across projects. The group is called the **Lead UNEVOC Centres Coaction Group**. It works closely with the Secretariat to share project implementation experiences and identify new trends and strategic directions for the Network to consider.
- 5.8** The group members change once there is a new three-year planning cycle of the UNESCO-UNEVOC Medium-Term Strategy, new projects are selected and new project authors are identified. During the course of the three-year term, the relevant Centres can identify themselves as **members of the Lead UNEVOC Centres Coaction Group**. For more information on the UNEVOC Network Coaction Initiative, please contact the UNEVOC Network Secretariat.

6. Support tools and partnership

6.1

The UNEVOC Network Directory is an online list of all UNEVOC Centres. It can be accessed by the public and Centres in the UNEVOC Network. Each Centre has its own institutional portal page in the directory. This page contains basic information about the Centre such as its institutional profile, mission and objectives, areas of thematic interest and contact information for the Centre Coordinator and the Head of the UNEVOC Centre.

6.2

When it is not possible to contact the Coordinator, the Head of the Centre acts as the alternative communication focal point. Importantly, all contact information and the Centres' areas of interest are visible only to other Centres in the Network and not to the public. Coordinators can use the directory and the institutional portal pages to identify partners for collaboration and find their contact details.

6.3

The UNEVOC Centre Dashboard is an online administrative tool that can only be accessed by Centres in the Network. It allows Coordinators to update information on their portal pages mentioned above and to fulfil their membership requirements, such as preparing and submitting a biennial report or a membership renewal form.

6.4

In addition to the above mechanisms, the UNEVOC Network Secretariat frequently organizes ad-hoc **orientation sessions** for Centres whenever there are important developments in the management of the Network (e.g. new features added to the online tools or changes in roles and operating procedures). Participation in these sessions helps to get the most out of the online resources available to the Network.

6.5

UNESCO-UNEVOC actively seeks **partnerships** with other stakeholders outside the Network. These include civil society organizations, business associations and establishments, development and donor partners, and private enterprises that work in the area of TVET. Partnerships to realize the Network's mission and objectives are actively promoted, in line with UNESCO's Comprehensive Partnership Strategy.

6.6

Partners are frequently approached to provide technical advice and/or assistance to Centres. They are also invited to set up collaborative activities or projects with UNESCO-UNEVOC, to benefit Centres and/or other TVET institutions that take part in these activities. Involvement of partners helps widen the perspective of the Network beyond its immediate circle of members.

6.7

Materials related to visual identity designed for Network members are not to be used by these partners, but their engagement will be acknowledged. If a joint activity is developed, the Secretariat can draw up terms for the use of the UNEVOC Network logo by the partner and the display of the partner's logo in the materials that UNESCO-UNEVOC will agree to produce either independently or collaboratively.

Annex 1

UNEVOC Network – guidelines on logo use

To further strengthen the visibility and recognition of the UNEVOC Network, UNESCO-UNEVOC encourages all UNEVOC Network members to use the revised logo (July 2021), adapted within the framework of the UNESCO rebranding process.

The use of the UNEVOC Network member logo is allowed on the basis of the **“Directives concerning the use of the name, acronym, logo and internet domain names of UNESCO”** (Resolution 34 C/86) adopted at the 34th UNESCO General Conference. The aim of the directives is to promote and standardize the use of the UNESCO name, acronym and logo by all authorized entities worldwide, and to avoid or prevent misuse by non-authorized entities.

1 Logo for UNEVOC Network members

The UNEVOC Network member logo is composed of the UNESCO logo, the emblem of the UNEVOC Network and the name of the Network. Under no circumstances should UNEVOC Network members use the logo block without the text ‘UNEVOC Network Member’, nor the UNESCO logo alone without the UNEVOC Network emblem.



2 General conditions

- The general conditions for use of the UNEVOC Network member logo are determined by UNESCO and cannot be changed without the prior written agreement of UNESCO.
- Commercial use of the UNEVOC Network member logo is not permitted. Examples of non-permitted commercial uses include in the context of the sale of goods and services, merchandising and publications distributed through bookshops.
- The UNEVOC Network member logo should be used cautiously so that the general public does not misinterpret the respective and independent status of UNEVOC Network members.
- UNEVOC Network members can use the logo for their own activities (e.g. website, presentations, promotional materials and events) but must not authorize its use by third parties in any form.
- The UNEVOC Network member logo is provided in blue, white and black in pdf and png format. The blue version should be used whenever possible. Transformation into other colours is not permitted.
- Adequate white space (at least ten per cent of the logo dimensions) should be left around the logo.
- The height of the temple symbol is used as a measurement for the size of the logo. When the logo is featured, the height of the temple symbol should never be smaller than 12 mm.
- Publications bearing the UNEVOC Network member logo should feature a disclaimer: '[name of entity/institution] is responsible for the choice and presentation of the views contained in this [material], as well as for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit UNESCO.'

3 Contact

For questions concerning the logo format, languages and use, please contact the UNEVOC Network Secretariat (unevoc.network@unesco.org).

Annex 2

Examples of UNEVOC Centres' programmes and project activities

1. Capacity building and upskilling

- The UNESCO-UNEVOC TVET Leadership Programme
- Online training for employability and resilience (e.g. Global Skills Academy programme)
- Short-term skills training for employability (e.g. UNESCO-UNEVOC COVID-19 mitigation project)
- Training and mentoring of leaders, teachers and TVET staff (e.g. Greening curricula and jobs, Building digital capacities of TVET staff, Entrepreneurial learning)

2. New knowledge generation and resource development

- Co-development and testing of guidance tools and resources
 - *Innovating TVET: A framework for institutions*
 - *Entrepreneurial learning for TVET Institutions: A practical guide*
 - *Understanding the return on investment from TVET: A practical guide*
- Trends mapping analysis
 - *Future of TVET teaching*
 - *New qualifications and competencies for TVET*
- Research studies
 - *Understanding the causes of gender disparities in STEM-related TVET*
 - *Skills development and climate change action plans*

3. Network reinforcement, peer learning, sharing and bridging of experiences

- Collaborative research (e.g. Migration and TVET, Work-based learning as a pathway to competence-based education)
- UNEVOC Network Coaction Initiative
- Peer learning and bridging of experience
 - COVID-19 mitigation activities (e.g. More women in ICT, Leading organizational transitions)
 - Bridging Innovation and Learning in TVET (BILT) regional forums (e.g. BILT Africa-Europe Forum)
- Promising and innovative practices
 - BILT practices
 - i-hubs practices

Annex 3

The selection criteria

The selection criteria used to review applications to the UNEVOC Network consider the following three institutional categories: organizational structure, capacity to network and programmatic focus.

1. Organizational structure refers to the type of institution that is expected to apply, its relevance to the Network and its mandate in TVET. An interested TVET institution should ensure that it meets the requirements below.

- The TVET institution is in one of the following institutional categories:
 - a department responsible for TVET in a ministry,
 - a national body (e.g. a council, authority or agency) tasked with the development, regulation and implementation of TVET policies,
 - leading public and private TVET providers (e.g. TVET schools, training centres, technical colleges, universities and polytechnics) at secondary, post-secondary or tertiary levels, or
 - research and development centres, including TVET teacher training institutions.
- It has formal recognition from the national authorities – the government or regulator – of a UNESCO Member State.
- It has mandates in one of the four categories of TVET activities:
 - policy-making,
 - regulation,
 - service provision, or
 - conducting research and development.

2. Capacity to network refers to an institution's ability to participate and collaborate in the UNEVOC Network and with other UNEVOC Centres. An interested institution should have well-defined international cooperation objectives and a proven track record of past collaborations:

- evidence the institution leads or participates in national TVET networks with other national TVET actors,
- a proven record of experience in knowledge sharing and project implementation, and
- demonstrated capacity to engage in international collaboration.

3. Programmatic focus refers to a nationally recognized, leading institution that has experience in UNESCO-UNEVOC's priority areas and themes. In this regard, institutions should have:

- programmes that are relevant to UNESCO's TVET Strategy,
- demonstrated experience in the priority areas and themes of UNESCO-UNEVOC (see UNESCO-UNEVOC's Medium-Term Strategy), and
- the capacity to develop resources/materials and/or implement programmes/technical cooperation.

The selection process may consider the UNEVOC Network's geographical and institutional balance of members.



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Handbook for the UNEVOC Network

The UNEVOC Network is UNESCO-UNEVOC's global platform of TVET institutions that work together to contribute to improving the standards and quality of TVET in their respective countries and globally. This Handbook serves as a set of guidelines for Network participation as well as delineating the roles and responsibilities of its actors. Furthermore, it aims to help partners to better understand how the Network functions. Prospective members can learn about the membership process and the types of programmes and project activities offered by UNESCO-UNEVOC. UNEVOC Network members, partners and all interested parties are therefore encouraged to utilize the Handbook for the UNEVOC Network to familiarize themselves with the opportunities the UNEVOC Network provides and the goals it seeks to achieve.

Stay in touch



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