



# UNEVOC

INTERNATIONAL CENTRE  
for Technical and Vocational  
Education and Training

## > Editorial <

### Two Pathways, One Destination - TVET for a Sustainable Future

*"I have to confess that, for  
the first time ever, I am  
happily overwhelmed with  
emails!" Ana*

The first UNESCO-UNEVOC virtual conference took place from 22 October to 10 November 2007. The email- and Internet-based conference, which focussed on TVET for a sustainable future, attracted 106 TVET experts from 49 countries around the world. Thirty-five participants were from Africa, 3 from the Arab States, 31 from the Asia-Pacific region, 29 from Europe / North America, and 8 from Latin America. The conference was moderated by Dr Margarita Pavlova, Faculty of Education, Griffith University, Brisbane, Australia. Dr Pavlova is the Deputy Director of the Griffith Institute for Educational Research and Research Leader of the Education for Sustainable Development project.

The broad international involvement helped the conference to achieve its various goals, namely:

- >> To share different interpretations of sustainable development (SD) and sustainability;
- >> To clarify the relationship between SD and TVET;
- >> To highlight the various issues around the economic, environmental and social aspects of SD within the context of TVET in different countries/regions; and
- >> To identify pathways to reorient TVET for SD.

Two broad topics for discussion at the virtual conference were proposed by a background paper that aimed to set the scene:

- >> TVET content change for SD (new frameworks, attitudes and values relevant to SD, as well as the introduction of SD concepts and strategies in TVET); and
- >> Sustainability of TVET.

A third topic was introduced by the participants:

- >> The impact of TVET on 'individual sustainability' (poverty alleviation) and the social and economic sustainability of communities.

In the context of topic 1 (content change of TVET for SD), the discussion emphasized the role of TVET in the development of the 'whole person' (How can skills, values and attitudes relevant to SD be instilled through TVET?)

Topic 2 (sustainability of TVET) spurred much discussion on the question 'What needs to happen for TVET institutions to thrive in developing countries?' The issues addressed in this context included the status and image of TVET, emerging areas such as ICTs in TVET, the need for bottom-up approaches, the need for collaboration with local industry, the importance of financial sustainability for TVET systems, etc.

In the third area of discussion (impact of TVET on 'individual sustainability' and the social and economic sustainability of communities), issues associated with the relevance of TVET, short courses for rural areas, informal vs. formal training, the flexibility of national qualifications frameworks, the relationship between TVET and other forms of education, and quality assurance in TVET were addressed. This area links to the social pillar of sustainable development. TVET graduates are more easily employable and can therefore escape poverty and contribute to the social development of their communities.



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The many voices from the different world regions created a vibrant and lively image of the issues, concerns, good practices, and resources available on TVET and SD. The participants offered different perspectives that highlighted the complexity of SD and humanity's shared responsibility to ensure a sustainable future.

UNESCO-UNEVOC is very pleased with the success of this first virtual conference and the positive feedback from its participants. The Centre is committed to continue to use online media to facilitate knowledge sharing in TVET. It will host further virtual conferences on crucial TVET issues.

*More information*  
Rupert Maclean, Director,  
[director@unevoc.unesco.org](mailto:director@unevoc.unesco.org)

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## Strengthened UNEVOC Network

The UNEVOC Network is a formal network of technical and vocational institutions and educators in such institutions. Members of the UNEVOC Network are called UNEVOC Centres. Global in reach, the UNEVOC Network is made up of 270 UNEVOC Centres in 166 countries. It is in a unique position to provide expanded opportunities for its members to interact with partners from all over the world. Foremost among the Network's goals and objectives is to provide a channel and framework for collaborative and mutual learning and knowledge sharing.

During 2007, a number of new institutions from different parts of the world became UNEVOC Centres. In some cases, these new UNEVOC Centres replaced other institutions that were members of the Network before. This was generally due to changing mandates. Increasingly, tertiary training institutions are also becoming UNEVOC Centres, adding to the diversity of the Network.

The UNESCO-UNEVOC International Centre undertakes capacity building activities to develop the competences of UNEVOC Centres and the Network as a whole. Lately, these included seminars, Mobile Training Teams and conferences. Also, an element of specialisation and greater concentration of focus was introduced in the UNEVOC Network by creating

several thematic clusters in Asia. The notion of clustering has also been the subject of deliberation at sub-regional seminars in Africa. There, several studies are in development, including a case study of a technical training institute in Kaiboi, Kenya, entitled *The Attractiveness of TVET Institutions*. Many leaders of UNEVOC Centres have played active roles in the preparation of the studies. Some were partners in organising training events, thereby contributing to national and sub-regional efforts to disseminate lessons learnt and to exchange experiences and success stories. Others participated in carrying out the studies.

*More information:*

L. Efison Munjanganja, Head of UNEVOC Networks, [e.munjanganja@unevoc.unesco.org](mailto:e.munjanganja@unevoc.unesco.org)

## UNEVOC Network Seminars

### *Chonburi, Thailand, 3-5 April 2007*

This UNESCO-UNEVOC sub-regional seminar was held at Sattahip Technical College in Chonburi, Thailand. It was organised by UNESCO-UNEVOC in cooperation with the Office of the Vocational Education Commission, Ministry of Education, Thailand, and supported by UNESCO Bangkok. The seminar brought together 15 representatives of UNEVOC Centres from Bangladesh, Cambodia, Iran, Lao PDR, Malaysia, Pakistan, Philippines, Sri Lanka and Thailand to discuss the different challenges TVET programmes face in these countries. The participants also identified common issues and concerns. One upshot of the seminar was the establishment of two thematic clusters on TVET curricula and TVET research respectively. Outlines for activities within the clusters were produced, and the development of case studies was initiated.

### *Tianjin, China, 11-13 September 2007*

This sub-regional seminar took place as a roundtable within the International Forum on Vocational and Technical Training in Tianjin, China. It focussed on improving the national and regional effectiveness of the UNEVOC Network. Twenty-four TVET educators from UNEVOC Centres in Cambodia, China, Indonesia, Malaysia, Mongolia, South Korea, Philippines, Sri Lanka and Thailand participated. They identified common subjects and themes for collaboration. Two UNEVOC Centres agreed to take the lead in collaborative activities: The Western Visayas College of Science and Technology (Philippines) on the theme of TVET curriculum development, and the Universiti Teknologi Malaysia (Malaysia) on the issue of TVET research.

*More information:*

L. Efison Munjanganja, Head of UNEVOC Networks, [e.munjanganja@unevoc.unesco.org](mailto:e.munjanganja@unevoc.unesco.org)



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## New UNEVOC Centres

The following institutions joined the UNEVOC Network between January and December 2007:

### **Barbados**

Technical and Vocational Education and Training Council

### **Georgia**

Information Technologies Vocational Education and Training Centre

### **Grenada**

SAAT T.A. Marryshow Community College, School of Applied Arts and Technology

### **Ireland**

Dublin Institute of Technology

### **Liberia**

Bureau of Vocational/Technical Education Ministry of Education

### **Paraguay**

Ministerio de Educación y Cultura

### **Russia**

St Petersburg State University of Information Technologies, Mechanics and Optics and TMC Training and Methodological Centre of the Committee on Education (St Petersburg Administration) (These institutions form a joint UNEVOC Centre)

### **Croatia**

Agency for Vocational Education and Training

*More information:*

L. Efison Munjanganja, Head of UNEVOC Networks, [e.munjanganja@unevoc.unesco.org](mailto:e.munjanganja@unevoc.unesco.org)

## UNEVOC Centres Griffith University, Australia, and Zhejiang TIE, China, Sign MoU

On 26 September 2007, Griffith University, Australia, and Zhejiang Technology Institute of Economy (ZJTIE), China, both active UNEVOC Centers, signed a Memorandum of Understanding (MoU) to establish a long-term cooperation between the two organisations. This collaboration will focus on international activities within the framework of the UN Decade of Education for Sustainable Development (DESD).

The first major activity under the MoU will be a research project jointly funded by UNESCO-



UNEVOC, ZJTIE and Griffith University entitled "Developing Innovative Approaches in Education for Sustainable Development: Curriculum Reform in TVET in China". The project has been jointly developed by Griffith University and

ZJTIE. It will involve academics, policy-makers and administrative staff from institutions in different regions in China. They will represent the diversity of TVET contexts: western and eastern provinces, developed and less developed provinces, urban and rural areas. The project will focus on researching conditions and approaches required for initiating and supporting curriculum reform in the area of educating for sustainable development. Observers from Mongolia and North Korea will be invited to take part in the project activities.

The Memorandum of Understanding can be accessed from the UNESCO-UNEVOC website at [www.unevoc.unesco.org](http://www.unevoc.unesco.org)

*More information:*  
[info@unevoc.unesco.org](mailto:info@unevoc.unesco.org)

## Mobile Training Team on Qualification Frameworks and Competency-based Approaches in Africa

Following the outcomes of UNEVOC Network meetings held in Dakar, Senegal, and Yaoundé, Cameroon, UNESCO-UNEVOC organised a Mobile Training Team (MTT) for vocational education leaders from UNEVOC Centres in Cameroon, Congo (Brazzaville), Ivory Coast, Sierra Leone and The Gambia. The TVET experts visited Mauritius in June 2007 to study the experiences and successes of Mauritius in the areas of qualification frameworks and competency-based approaches in TVET. As a follow up to the study

visit, a sub-regional dissemination seminar took place in Banjul, The Gambia, in November 2007. The MTT achieved the following objectives:

- >> Enabling TVET experts to learn about good policies and effective TVET planning in the African context;
- >> Promoting "best practice" in African countries;
- >> Developing national skills qualification frameworks;
- >> Promoting competency based approaches and other quality and relevance assurance mechanisms; and



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- >> Promoting poverty reduction strategies in Africa.

*More information:*  
*L. Efison Munjanganja, Head of UNEVOC Networks, [e.munjanganja@unevoc.unesco.org](mailto:e.munjanganja@unevoc.unesco.org)*

## Emang Magazine: A Learner-driven HIV/AIDS Awareness Publication

In an effort to reduce vulnerability to HIV amongst its 28,049 vocational training learners, the Botswana Training Authority (BOTA, a UNEVOC Centre) has introduced a youth magazine called Emang. The magazine is a communication tool for TVET students to air their points of view on HIV/AIDS and to share vital information that can help them make informed decisions about their health and life in general.

Emang also provides a platform for TVET students to strengthen their information,



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education and communication capacities. BOTA works in close collaboration with students from the journalism department of Mega Size Institute (one of the private training institutions accredited by BOTA) on Emang magazine. The trainee journalists from this

institute form the editorial board and determine the content as well as the style, design and layout of Emang.

Emang magazine is produced on a quarterly basis. To date, 11 editions have been published and distributed amongst TVET students and stakeholders around Botswana.

In the future, BOTA will expand the distribution of Emang to ensure that all students have access to the information disseminated through the magazine. The magazine will also be increased to 52 pages to encompass more articles.

*More information:*  
*Christopher Batsalelwang, BOTA HIV & AIDS Coordinator, [chrisbatsa@bota.org.bw](mailto:chrisbatsa@bota.org.bw)*



## TVET and WHO's Global Plan of Action on Workers Health

While TVET is concerned with the acquisition of knowledge and skills for the world of work, occupational safety and health (OSH) aims at the protection and promotion of safety and health at the workplace. The World Health Organization (WHO) is the UN agency specialised on health, and it recognizes the urgent need to incorporate OSH aspects into TVET programmes. Half of the world's population are members of the workforce. They are the major contributors to the economic and social development of contemporary global society. Unfortunately, the health and safety of workers is often negatively influenced by working environments, social factors and individuals' behaviours. Although employers are primarily responsible for providing healthy and safe working environments, the workers themselves are also expected to prevent work-related injuries and diseases. Because the behaviour and practices acquired at a young age can last a lifetime, it is important to train young workers on occupational health and safety issues, e.g. through TVET programmes.

In 1996, the World Health Assembly endorsed the Global Strategy on Occupational Health for All and urged Member States to devise national programmes to provide occupational health services for all workers and particularly for high risks sectors, vulnerable groups and under-served populations. This document recommended that "training in occupational health should also be given in connection with vocational training and in training programmes for workers, employers, and managers."



© WHO Dr Rokho Kim

In May 2007, the Global Plan of Action on Workers Health was adopted at the World Health Assembly as a follow up to the Global Strategy. This plan recommends a number of actions to be taken by WHO and its Member States with the objectives to: (1) devise national policy instruments on workers health; (2) protect and promote health at the workplace; (3) improve the performance of and access to occupational health services; (4) provide and communicate evidence for preventive action; and (5) address workers health through other policies.

This plan of action is intended to guide the WHO and its Member States in their activities on workers health over the period 2008-2017. It will contribute towards achieving a basic level of health protection in all workplaces throughout the world, and will stimulate the

development of national policies, infrastructure, technologies and partnerships for improving the health of all workers. For TVET programmes, it is worthwhile to note the recommendation in the Plan that "aspects of workers' health should be taken into account in vocational training".

*More information:*

[http://www.who.int/occupational\\_health/en/](http://www.who.int/occupational_health/en/)  
<http://www.euro.who.int/occhealth>

*Dr Rokho Kim, Manager, Occupational Health Programme, European Centre for Environment and Health, WHO European Regional Office, rki@ecehbonn.euro.who.int*

## Towards Sustainable Global Health



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Sustainable global health is an integral part of the UN Millennium Development Goals (MDGs) and plays a key role for global stability and social and economic progress. The international conference "Towards Sustainable Global Health" (Bonn, Germany, 9-11 May 2007) addressed a broad range of issues related to human health, including TVET as a tool for the private sector to use workplaces as a route and means for health education.

The conference was organised by UNESCO-UNEVOC, the UN University Institute for Environment and Human Security (UNU-EHS), the International Labour Organization (ILO), the International Human Dimensions Programme on Global Environmental Change (IHDP), and the University of Bonn Institute for Hygiene and Public Health (WHO CC).

The idea for the conference resulted from the realisation that there will be no poverty alleviation without control of serious public health threats, no economic prosperity and sustainability without a healthy workforce, and no social stability and peace as long as people suffer from insufficient health services, malnutrition, pandemics such as HIV/AIDS, or from lack of safe water.

While these issues are addressed among researchers, practitioners and policy-makers, a successful strategy for sustainable health must reach out to and involve people at the local level and in their individual capacity. It is important to teach individuals how to maintain their health and working ability, and it is equally important to raise awareness among enterprises and occupational health services about their responsibility to maintain a healthy workforce. TVET is an important mechanism to distribute information on sustainable public health and promote its key elements, including health competence and hygiene. Furthermore, the knowledge one acquires through TVET can also be applied at home, and TVET students and workers can turn into multipliers who improve their families' and communities' health and safety.



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At the Sustainable Global Health conference, a UNESCO-UNEVOC/ILO parallel session on promoting health and hygiene in and through the workplace took place. In this session, the role of TVET in promoting sustainable global health was examined from two angles:

- >> TVET as a means to increase the knowledge and competences of students and workers with regard to health and hygiene (this includes personal as well as occupational health); and
- >> TVET for key professions (sustainable health can only be achieved if personnel working in the areas of health care, water and sanitation, waste management, food processing, etc. have received high quality TVET).

More information:  
[www.gemini.de/global-health](http://www.gemini.de/global-health)

## > TVET for Sustainable Development <

### TVET Teacher Education towards Sustainability

Improving the quality of teacher education, including TVET teacher education, is vital for achieving the goals of the EFA campaign as well as the DESD. To identify ways in which sustainability can be integrated into TVET teacher education and capacity building programmes (and through them into national TVET systems in general), UNESCO-UNEVOC, together with its partners Capacity Building

“International Consultation on Education for Sustainable Development”. This meeting was held on 19-24 August 2007 in Chiang Mai, Thailand. It was supported by the Office of the Vocational Education Commission (OVEC) and the Ministry of Education, Thailand.

Forty TVET experts from 17 countries, including Australia, Canada, China, Thailand and Vietnam participated in the consultation. The focus of their discussions was on integrating issues of sustainability into TVET teacher education and capacity building programmes in the Asia-Pacific region. The specific objectives of the meeting were to

- >> Develop an agenda and action plan for research, programme profiling and programme development in the area of TVET teacher education and ESD.

The main outcomes of the meeting were:

- >> A framework that identifies the scope of the contribution of TVET teacher education to ESD;
- >> An articulation of the issues TVET teacher education faces with regard to strengthening the contribution of TVET to ESD;
- >> The development of approaches (including an agenda and action plans for research, programme profiling and programme development) that strengthen the contribution of TVET teacher education to ESD; and
- >> Recommendations to the UNESCO-UNEVOC International Centre on how the Centre and the UNEVOC Network can best contribute to the agenda and action plans.



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International (InWEnt), the Asia-Pacific Programme of Educational Innovation for Development (APEID) and the UNESCO Chair on Reorienting Teacher Education to Address Sustainability (York University), organized the

- >> Map the contribution of TVET teacher education to education for sustainable development (ESD) in general;
- >> Identify ways to strengthen the contribution of TVET teacher education to ESD; and

In light of the outcomes of the meeting, UNESCO-UNEVOC and its partner agencies will continue to foster the integration of issues of sustainable development in TVET teacher education.

More information:  
 Naing Yee Mar, Programme Consultant,  
[naing.yee.mar@unevoc.unesco.org](mailto:naing.yee.mar@unevoc.unesco.org)



## TVET and ESD: Engaging the Corporate Sector

How can education and training for sustainable development be integrated into corporate sector training and capacity building programmes? This was the main question addressed at a consultative meeting with corporate sector firms and

organizations on 23-25 May 2007 in Bonn. The meeting was hosted by the UNESCO Secretariat for the UN Decade of Education for Sustainable Development (DESD) and the UNESCO-UNEVOC International Centre. It was organised in collaboration with several partners, including UNESCO/APEID (Bangkok), the United Nations Environment Programme (Nairobi), InWEnt (Bonn) and BIBB (Bonn). Companies with a strong record of engagement in education and training for sustainable development attended this meeting and

presented case studies of their activities. The activities included training programmes for employees, clients and employees of firms along the supply chains, partnerships with local organisations to provide community information and education programmes, and assisting schools, TVET institutions and universities with sustainability-related teaching.

The case studies presented at the meeting identified potential lessons for other firms, e.g. related to:

- >> the range of modalities utilized in the corporate sector involvement in ESD;
- >> the motivations, opportunities and drivers underlying corporate sector involvement in ESD; and
- >> barriers faced and ways in which they can be addressed.

UNESCO and its partners plan to develop (as part of the next stage of this project) guidelines, briefing materials and prototype capacity building programmes that can be used to broaden the involvement of the corporate sector in ESD, with particular reference to skills development for employability and citizenship.

*More information:*

*Naing Yee Mar, Programme Consultant,  
naing.yee.mar@unevoc.unesco.org*

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## Advancing the Partnership to Promote ESD in the World of Work

The international experts meeting "Corporate Social Responsibility and Education for Sustainable Development (ESD): Advancing the Partnership" took place in Bonn on 6-7 November 2007. The meeting was jointly organised by UNESCO-UNEVOC and Capacity Building International (InWEnt), in partnership with the UNESCO DESD Secretariat and the International Hydrological Programme (both based at UNESCO Headquarters), and in association with the Asia Pacific Programme of Educational Innovation for Development (APEID). It was supported by the Japanese Funds in Trust for ESD.

The main purpose of the meeting was to review and prioritize the outcomes and suggestions of all previous international UNESCO-UNEVOC activities in 2007 in the area of public private partnership for TVET for sustainable development, and to develop a strategy to implement these.



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Twenty-four TVET and ESD experts from the corporate and education sectors from different world regions, as well as international agencies, participated in this meeting. Several recommendations were made for engaging more closely with business and industry. They included exploring ways in which learning-based approaches to sustainable development

can be disseminated more widely across the corporate sector to include small and medium enterprises, especially in developing countries, economies in transition and areas emerging from conflict.

*More information:*

*Naing Yee Mar, Programme Consultant,  
naing.yee.mar@unevoc.unesco.org*

## CIMQUSEF 2007

In today's rapidly changing globalised economy, there is increasing pressure on higher education systems all over the world to rethink knowledge production and learning in order to produce graduates that are equipped with skills relevant to the world of work. The past ten or so years have seen many efforts to reorganise universities to meet the demands of the globalised knowledge society. In some cases, major organisational and epistemological shifts in the forms of knowledge production and learning have occurred, which have enormous implications for defining the role and mission of the university in modern day society.

The question how higher education and higher education research can respond to the challenges of the knowledge society was examined by education researchers, policy makers and practitioners at the fourth International Congress on Quality Management in Systems of Education and Training (CIMQUSEF 2007). This congress took place on 17-19 April 2007 in Casablanca, Morocco. Issues addressed at the meeting included the relationship between higher education and industry, how to prepare students for the knowledge society, globalization and international mobility (internationalisation of higher education), and human resources development. Rupert Maclean, Director of UNESCO-UNEVOC,



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presented a keynote address on 'Vocationalisation of Higher Education: Issues, Concerns and Prospects':

More information:  
[info@unevoc.unesco.org](mailto:info@unevoc.unesco.org)

## > Africa <

### An Expanded Vision of Basic Education for Africa

UNESCO and its partners consider a thorough, sector-wide reform of basic education in African countries crucial and urgent, in particular with regard to the achievement of EFA and the Millennium Development Goals (MDGs). In this context, the seminar 'What Basic Education for Africa?' took place in Kigali, Rwanda, on 25-28 September 2007. 115 TVET policy-makers and practitioners, UN officials, development partners and civil society organizations from 15 countries in Africa participated in the seminar, which focused on critical content and the development of skills- and competency-based curriculum frameworks for basic education. Participants at the meeting also discussed a holistic and inclusive approach to the reform of basic education.

Different UNESCO entities, including UNESCO/BREDA, UNESCO-UNEVOC, the Regional Office in Latin America, the International Bureau of Education (IBE), and Field Offices in Africa

worked together in the preparation and organisation of the seminar. They were supported by partner agencies such as the World Bank, the African Development Bank, and the Association for the Development of Education in Africa.

UNESCO-UNEVOC led a working group on the issue of skills development in basic education at the seminar. Given that basic education is the highest educational level many people in Africa receive, it is crucial that it also encompasses skills for the world of work. The working group helped to explain issues regarding competencies and employment that are relevant at the basic education level.

The expanded vision of basic education, as it was discussed at the seminar, should provide learners with the knowledge and competences necessary to improve their lives and facilitate their entry into the world of work. Basic education should prepare

learners to contribute to the social and economic development of their country and/or to continue their studies. The participants expressed their commitment to create the necessary conditions to offer basic education of a minimum of 9-10 years in their respective countries. They also identified priorities for



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national, regional and international action.

One of the most important outcomes of the seminar is the "Kigali Call for Action". It can be accessed on the UNESCO-UNEVOC website at [www.unevoc.unesco.org](http://www.unevoc.unesco.org)

More information:  
*L. Efison Munjanganja,*  
Head of UNEVOC Networks,  
[e.munjanganja@unevoc.unesco.org](mailto:e.munjanganja@unevoc.unesco.org)



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## Access to and Inclusion in TVET in Africa through New ICT-Based Solutions



The first African UNESCO-UNEVOC TVET Summit “Access to and Inclusion in TVET in Africa Through New ICT-Based Solutions” was a special event within the annual Pan-African “eLearning Africa” conference. The Summit was held on 28 May 2007 in Nairobi, Kenya. It brought together more than 150 TVET experts, policy makers, researchers and practitioners from Africa and around the world to share experiences, discuss strategies and implement mechanisms to promote and effectively integrate ICTs in TVET. In addition to the keynote addresses, which provided an overview of and a vision for

TVET (and e-learning in TVET) in Africa, case study presentations illustrated the use of ICTs in TVET institutions in Kenya, Malawi and Zambia. A mobile learning project in South Africa and a media education project were also introduced. During the afternoon workshops, the participants discussed issues around online community building in TVET and the effective use of e-learning respectively. The Summit was supported by the Kenyan Ministry for Education, the UNESCO Regional Office for Education in Africa (UNESCO/ BREDA), the Commonwealth of Learning (COL), the German Federal Institute for Vocational Education and Training (BIBB), Capacity Building International (InWENT) and the Open Polytechnic of New Zealand.

The TVET Summit was an important opportunity for UNESCO-UNEVOC to showcase

the benefits and costs of the use of ICTs in TVET in Africa to a broad audience from African governments, NGOs and businesses, as well as international development and donor agencies. The next TVET Summit will be held at eLearning Africa 2008 in Accra, Ghana.

*More information:*

*Maja Zarini, Head of Communications,  
m.zarini@unevoc.unesco.org*



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## Mauritius: Recognition of Prior Learning for Adults

The UNESCO Institute for Lifelong Learning (UIL) collaborates in a joint venture with the Mauritius Qualifications Authority (MQA) to launch a pilot project on Recognition of Prior Learning (RPL) for unemployed workers from the sugar and textile sectors in Mauritius. The workers will be retrained for work in the tourism industry under the so-called “Empowerment Program”.

The tourism industry in Mauritius has emerged as the fastest growing economic sector with a growth of 3.7% in 2006. The government of Mauritius promotes the expansion of tourism and has set a target of 2 million tourists for 2015. In order to cope well with an increasing number of foreign visitors to the island, more people will be recruited in the hospitality industry, and new hotels and other facilities will have to be constructed. Mauritius must ensure that the people involved in the tourism industry have the right skills and competences to provide appropriate services.

The Mauritius Qualifications Authority considers the prior learning and experience of the former workers of the sugar and textile

industries assessable and aims, through RPL, to enable the workers to obtain credentials that can help them enter the tourism industry. RPL has various advantages. It supports capacity building initiatives in difficult and challenging economic and social contexts, breaks down the traditional barriers to education and training, opens up opportunities of entry to courses, and transfers and values knowledge and experience gained previously and experientially. By

learning, the MQA has developed a policy that encompasses an institutional framework for validation. According to Kaylash Allgoo, Director of MQA, the RPL process in Mauritius will be beneficial to many people with very diverse backgrounds.

Many stakeholders are involved in the RPL pilot project in Mauritius, including the Ministry of Education and Human Resources (MOE&HR); representatives of industry; the Ministry of Labour, Industrial Relations & Employment; NGOs; and training providers such as the Industrial and Vocational Training Board (IVTB). International agencies such as the Commonwealth of Learning (COL) and UIL are supporting the project through the development of policy and process to identify, assess and validate the previous learning and competencies of beneficiaries; the estab-

lishment of guidelines for facilitators and assessors; and the development of tools, methodologies and didactic materials.

*More information:*

*Madhu Singh, Senior Programme Specialist,  
UNESCO Institute for Lifelong Learning,  
m.singh@unesco.org*



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formally recognizing skills through RPL, the MQA enables those with few formal skills to gain opportunities for further employment and improve their career prospects. Recognition of skills can also contribute much to workers' self-esteem.

In order to develop a national approach to RPL and to validate and recognize experiential



## Roundtable Meeting on TVET in Asia

From 31 July to 2 August 2007, UNESCO/APEID organized and hosted a Roundtable Meeting on Technical and Vocational Education and Training. The roundtable took place as part of an evaluative process of APEID's TVET programme. It also provided an opportunity to lay down the framework for the upcoming work in the context of UNESCO's Medium Term Strategy 2008-2013 and the 2008-2009 Programme and Budget.

About 20 participants attended the roundtable. They included staff from the UNESCO offices in Cambodia, Indonesia, Pakistan, Thailand and Viet Nam, as well as nationally nominated representatives of TVET authorities, partners and experts from Cambodia, Indonesia, Kazakhstan, Lao, Nepal, Pakistan, Thailand and Viet Nam. The participants reviewed and commented on a draft evaluation report, highlighted national priorities and needs, identified new themes to guide UNESCO's TVET programme, and outlined a set of potential modalities and partners for future collaboration in the Asia-Pacific region.

In light of changing needs and priorities, the participants identified the following as new themes that should guide UNESCO's TVET programme in the Asia/Pacific region: TVET to address poverty reduction and access of marginalized groups; TVET in secondary and post secondary education; and regional qualification frameworks (RQF) for TVET.

*More information:*

*Derek Elias, Programme Specialist, UNESCO Bangkok, d.elias@unesco.org*

## Technology-related Vocational Training for Marginalized Girls

Vocational skills development is often considered to be an effective strategy to empower marginalized groups in a society by increasing their employability. At the same time, access to skills training provided by formal technical and vocational training institutions is often limited for these groups. There are various reasons for this, such as insufficient basic education qualifications, direct and indirect costs of enrolment, lack of understanding of the usefulness of training, etc. Young women from poor communities are especially disadvantaged in this regard, due to community or family beliefs that undermine the potential role women can play to contribute to sustainable and productive livelihoods. Available training opportunities are often confined to 'feminine' areas, which may not necessarily lead to profitable work. Even when enrolled in training courses in more male dominated areas, girls and women can face barriers, e.g. when the learning environments are de-motivating and do not take into account their specific needs.

The UNESCO project "Technology-related Vocational Training for Marginalized Girls" ran

from 2002 to 2006 in three pilot countries (Cambodia, Indonesia and Nepal). The project sought to develop vocational training approaches that integrated formal and non-formal education to reach out to marginalized, out-of school young women. The project also challenged gender-biased perceptions with regard to TVET.

In Indonesia, pilot training activities took place in four senior secondary vocational schools in Lombok. Principals and teachers of these schools were trained to adopt innovative measures, curricula and educational materials to suit the needs of out-of-school girls. Local NGOs were also effective partners in the project. They reached out to the girls, conducted needs assessments, and helped the schools to tackle learning barriers. Central and local governments participated in sensitisation activities to support this innovative approach.

One of the concrete outputs of the project is a manual that introduces the model that was developed on the basis of the pilot experience in Indonesia. The manual is a practical guide that, step by step, explains how technical and vocational schools can, in partnership with the non-formal sector, expand their activities to include shorter-term, non-formal vocational and technical training for marginalized out-of-school girls and young women. The manual

consists of seven modules on 1) community analysis and needs assessment; 2) socialization process and selection of participants; 3) curriculum development; 4) training methodology and learning activities; 5) post-training follow-up and provision of support; 6) monitoring and evaluation; and 7) mobilizing resources.



Initially developed to help the Indonesian government to expand the programme to other locations (and published in the national language), the manual will shortly be published in English to share the experience with other countries and to facilitate the development of similar initiatives.

To obtain more information and/or copies of the manual, please contact one of the following:

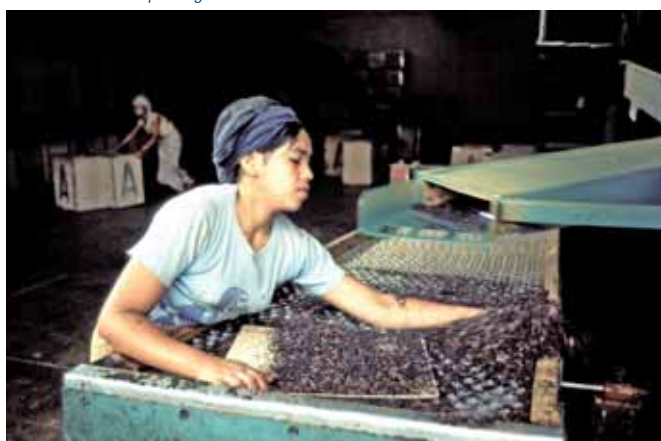
*Miki Nozawa, UNESCO Bangkok (m.nozawa@unesco.org)*

*Julia Heiss, UNESCO Headquarters (j.heiss@unesco.org)*

*Anwar Alsaïd, UNESCO Jakarta (a.alsaïd@unesco.org)*

*Nurhajati Sugianto, UNESCO Jakarta (n.sugianto@unesco.org)*

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## Reorienting TVET Towards Labour Market Needs in South-East Europe



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Given the key role of education in socio-economic development and growth, especially for knowledge-based economies, and due to the need to tackle the significant rates of youth unemployment, interest in more innovative and efficient TVET systems is growing in South-East Europe. On 4-6 June 2007, a meeting of South-East European TVET leaders took place in Skopje, Macedonia. The meeting was organised by the Stability Pact, an organisation that promotes economic and

social development in the South-East European countries. It brought together a broad group of professionals to discuss strategies to reorient TVET towards labour market needs. The five countries in focus were Macedonia, Romania, Bulgaria, Croatia and Turkey. TVET experts from international agencies (UNESCO-UNEVOC, ETF and CEDEFOP) supported the meeting. The representative of UNESCO-UNEVOC gave a presentation on 'Innovation in TVET: the Role of Networks'.

The Joint Statement that was adopted at the meeting can be accessed on the UNESCO-UNEVOC website: [www.unevoc.unesco.org](http://www.unevoc.unesco.org)

More information:  
[info@unevoc.unesco.org](mailto:info@unevoc.unesco.org)

## > Inside UNESCO-UNEVOC <

### UNESCO-UNEVOC and Capacity Building International (InWEnt) Sign Memorandum of Understanding



On 24 May 2007, on the occasion of the consultative meeting "TVET and ESD: Engaging the Corporate Sector" (held in Bonn, 23-25 May 2007), Rupert Maclean, Director of UNESCO-UNEVOC, and Dr Luiz Ramalho, Director of the Department of Sustainable Development, InWEnt, Germany, signed a Memorandum of Understanding to establish a strategic partnership between the

two organisations. UNESCO-UNEVOC and InWEnt particularly aim to cooperate in the areas of

- >> TVET and education for sustainable development (ESD);
- >> Research;

- >> Teaching and training of multipliers;
- >> Publications;
- >> Networking; and

- >> Joint project development and implementation.

The two organisations intend to combine and share resources, know-how and capabilities to broaden outputs within the framework of joint activities.

More information:  
[info@unevoc.unesco.org](mailto:info@unevoc.unesco.org)

### UNESCO-UNEVOC and Otto- von-Guericke-University, Magdeburg, Sign Letter of Intent



On 31 July 2007, UNESCO-UNEVOC and Otto-von-Guericke-University, Magdeburg, Germany, signed a Letter of Intent to establish a long-term cooperation between the two organisations. Joint international activities will particularly focus on the UN Decade of Education for Sustainable Development (DESD) and include

- >> Shaping the DESD in the area of TVET teacher/trainer education;
- >> Cooperation in a global TVET network for sustainable development;

- >> Joint research in the area of TVET for sustainable development;
- >> Development and acquisition of research projects; and
- >> Joint development and establishment of training the trainers projects in TVET, including graduate programmes, especially in the context of sustainable development.

More information:  
[info@unevoc.unesco.org](mailto:info@unevoc.unesco.org)



## New Assistant Administrative Officer at UNESCO-UNEVOC

**C**aroline Bajer is the new Assistant Administrative Officer at UNESCO-UNEVOC. She works in the areas of personnel, budget and payments, protocol and

staff security. Her main duties include the preparation of monthly account statements and the processing of all payment requests.

Caroline, who is a German national, started working at UNESCO-UNEVOC in August 2007. She holds a degree in office administration and management and has several years experience in this field.



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## Visitors to UNESCO-UNEVOC

### April 2007

**Charles Hopkins**, York University, Canada

**Sophia Jan** and **Wen-Hsien Wu**, International Cooperation and Development Fund (TaiwanICDF), China

**Dr Gisela Dybowski**, German Federal Institute for Vocational Training (BIBB), Germany

### June 2007

**Gratian Vas**, Indo-Global Social Service Society, India

**Annie Keogh**, Ministry of Labour, Timor-Leste.

**Dr Jilani Lamloumi**, Superior School of Sciences and Technology of Tunis, Tunisia

**Prof. Lorna Unwin** and **Dr Norman Lucas**, Institute of Education, University of London, United Kingdom

### August 2007

**Martin T. Clemens** and **Dr Randall Akee**, Institute for the Study of Labor GmbH (IZA), Germany

**Sue Choi (and team)**, Korea University, South Korea

**Prof. John Williamson** and **Dr Marion Myhill**, University of Tasmania, Australia

**Dr Adel AlSalem (and team)**, Riyadh College of Technology, Saudi Arabia

**Prof. Gunter Klein**, Initiative Office (Initiativbüro Wasserstrategie), German Aerospace Centre, Germany

**Annette Gough**, RMIT University, Australia

**Jochen Sonntag**, Capacity Building International (InWEnt), Germany

### September 2007

**Dr Margarita Pavlova**, Griffith University,

**Prof. Lineng Chen** and **Prof. Chun Lin Huang**, Zhenjiang Technology Institute of Economy (ZJTIE), China

### October 2007

**Ian Birch**, Education Consultant, Thailand

**Paul Brennan** and **Marie-Claire Hall**, Association of Canadian Community Colleges (ACCC), Canada

### November 2007

**TVET experts and officials** visited UNESCO-UNEVOC prior to and during the international experts meeting 'Corporate Social Responsibility and ESD: Advancing the Partnership', Bonn, Germany, 5-7 November 2007: **John Fien**, RMIT University, Australia; **Lynne Bennington**, RMIT University, Australia; **Derek Elias**, UNESCO Bangkok, Thailand; **Kari Adams**, UNESCO Bangkok, Thailand; **Mohamad Abu Bakar**, SEAMEO VOCTECH Regional Centre, Brunei Darussalam; **Shyamal Majumdar**, Colombo Plan Staff College, Philippines; **Dr Siripan Choomnoom**, Ministry of Education, Thailand; **Jariya Tappakul Na Ayuthaya**, Bureau of Vocational Education Research & Development (BVERD), Thailand; **Peijun Liu**, Ministry of Education, Republic of China; **Miguel Doria**, UNESCO-International Hydrological Programme, France; **Meseret Genet**, Engineering Capacity Building Program - National TVET Reform, Addis Ababa, Ethiopia; **Wang Qiang**, Nanjing Normal University (INRULED), Republic of China

**Nicholas Burnett**, Assistant Director-General for Education, UNESCO, France, visited UNESCO-UNEVOC to meet with the director and staff

## > Forthcoming events <



### eLearning Africa 2008: 3rd International Conference on ICT for Development, Education and Training

Dates: 28-30 May 2008

Venue: Accra, Ghana

Languages: English and French

Organisers: ICWE and Hoffmann & Reif Consultants

Information:

<http://www.elearning-africa.com/>



### Fifth Pan-Commonwealth Forum on Open Learning

Dates: 13-17 July 2008

Venue: London, United Kingdom

Language: English

Organisers: Commonwealth of Learning

Information: <http://www.pcf5.london.ac.uk/>

### First World Congress on Teacher Education for TVET: Shaping TVET- Teacher Education for the Changing World of Work

Dates: 21-23 July 2008

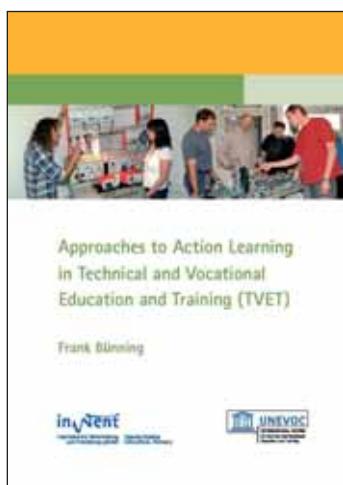
Venue: Bandung, Indonesia

Organisers: Republic of Indonesia Ministry of National Education, TT-TVET, EU-Asia-Link

Information:

<http://www.upi.edu/tvet-congress/index.php>

For more TVET events, please visit the UNESCO-UNEVOC website at [www.unevoc.unesco.org](http://www.unevoc.unesco.org)



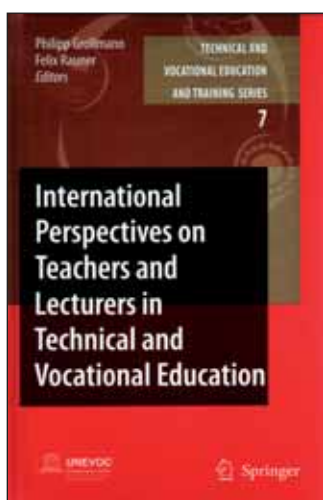
### Approaches to Action Learning in TVET

This publication, which is jointly published by UNESCO-UNEVOC and Capacity Building International (InWent), outlines the principles of action learning as a discipline and explores implications for this approach to teaching in TVET. It introduces action-theoretical models and provides an overview of selected action-learning teaching concepts. The purpose of this publication is to motivate and enable teachers to integrate the methodological concepts discussed into their own teaching. Practical examples are offered as a support to the discursive elements. English; can be downloaded free of charge from: [www.unevoc.unesco.org](http://www.unevoc.unesco.org) or ordered at [order@unevoc.unesco.org](mailto:order@unevoc.unesco.org)



### Education for Livelihoods and Civic Participation in Post-conflict Countries

This discussion paper is the outcome of the first phase of a joint research project between UNESCO-UNEVOC and the University of Oxford. The paper conceptualizes a holistic approach to TVET programming and planning in selected post-conflict countries in Sub-Saharan Africa. It provides a review of relevant literature and elaborates the principal theoretical and practical issues shaping the current delivery of TVET in post-conflict countries. The second half of the paper introduces literature-based case studies of education and training arrangements in Liberia, Uganda and southern Sudan. English; can be downloaded free of charge from [www.unevoc.unesco.org](http://www.unevoc.unesco.org) or ordered at [order@unevoc.unesco.org](mailto:order@unevoc.unesco.org)



### International Perspectives on Teachers and Lecturers in Technical and Vocational Education

This seventh volume of the UNESCO-UNEVOC Book Series "Technical and Vocational Education and Training: Issues, Concerns and Prospects" provides insights into the great variety of ways in which innovation, learning and social integration are distributed over different institutions and different profiles of teaching and learning. The book explores the history and current status of teaching in TVET across a broad range of countries and contains studies on the profiles of teachers and lecturers in their educational practices. English, can be ordered at: [www.springer.com](http://www.springer.com)



### Meeting Reports

#### *Proceedings: TVET in an Ageing Society*

English; can be downloaded free of charge from: <http://www.ncver.edu.au/publications/1784.html>

#### *From School to Work - TVET Regional Experiences*

Booklet and CD-ROM. English, available free of charge from: [order@unevoc.unesco.org](mailto:order@unevoc.unesco.org)

#### *'TVET for Sustainable Development - Opportunities and Challenges'*

Booklet and CD-ROM. English, available free of charge from: [order@unevoc.unesco.org](mailto:order@unevoc.unesco.org)



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For any other correspondence please contact:

UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training  
UN Campus, Hermann-Ehlers-Str. 10  
53113 Bonn, Germany  
Tel: +49 228 8150100  
Fax: +49 228 8150199  
Email: [bulletin@unevoc.unesco.org](mailto:bulletin@unevoc.unesco.org)

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