



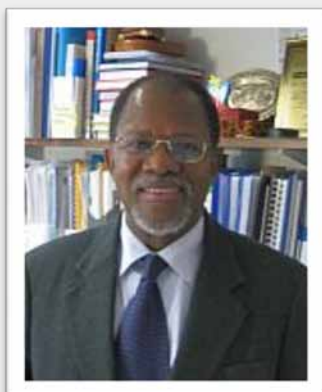
English | Français | Español

UNESCO-UNEVOC Bulletin

- > Editorial
- > The UNEVOC Network
- > UNEVOC e-Forum
- > TVETipedia
- > ICTs in TVET
- > UNEVOC Assistance to CapEFA Implementation
- > TVET and ESD
- > New Publications
- > Inside UNESCO-UNEVOC
- > Call for Documents and Learning Materials
- > Contribute to the UNESCO-UNEVOC Bulletin
- > Upcoming TVET Events Worldwide

No. **19**

Editorial



Dear colleagues,

Various services and different forms of assistance were provided to vocational educators, educational leaders and to other colleagues in several UNESCO field offices. The intention was twofold: for the former to contribute to capacity building and networking and sharing of expertise and knowledge; and for the latter to backstop and facilitate the execution of TVET activities, especially those related to the CapEFA.

To these ends, a number of activities that are treated in this Bulletin were undertaken. Four institutions became UNEVOC Centres in St Kitts and Nevis, Guyana, Indonesia and Chad. The new UNEVOC Centre at the TVET Secretariat, Ministry of Education replaces the UNEVOC Centre at Clarence Fitzroy Bryant College in St. Kitts and Nevis. Through the assistance and collaboration of the UNESCO Kingston Office data about UNEVOC Centres in the Caribbean was updated, and a UNEVOC induction seminar was held in Kingston Jamaica. With reference to the seminar, the UNESCO Kingston Office and the School of Education at the University of the West Indies jointly organised the event with our assistance. Among other things, the seminar sensitised technical and vocational educators about services and resources obtainable from the UNESCO- UNEVOC International Centre and the UNEVOC Network, and from UNESCO as a whole. On 16 September 2010 there was an official opening of the UNEVOC Centre in Magdeburg, which comprises InWEnt- Capacity Building International, Otto-von-Guericke-University and Fraunhofer Institute for Factory Operation and Automation. Leaders of UNEVOC Centres from selected UNEVOC centres in Africa and Asia witnessed the event which took place following an international workshop on Green TVET and Education for Sustainable Development.

Another important UNEVOC Network expert's consultation meeting for UNEVOC Centres from post-Soviet countries took place at the UNESCO-UNEVOC International Centre in Bonn, Germany from 19 to 22 October, 2010. Aimed at capacity building, the consultation meeting examined the regionalization of the UNEVOC Network and experiences about the integration of ESD in TVET. There was yet another other important international training and knowledge sharing event that was organised by the UNESCO-UNEVOC International Centre. From 12 to 17 September 2010, the UNESCO-UNEVOC International Centre in partnership with InWEnt - Capacity Building International, Germany, the Colombo Plan Staff College,

Philippines and the German Association for Water, Wastewater and Waste held an international workshop in Munich, Germany during the International Trade Fair for Water, Sewage, Waste and Raw Materials Management. This workshop was followed by another in Magdeburg on "Green TVET and Education for Sustainable Development".

Finally, the UNESCO-UNEVOC International Centre continued to provide backstopping and support towards the implementation of the CapEFA Project in Africa, especially those for TVET development. The backstopping and support took a number of forms. Notable among these was the participation in the Regional Seminar on Capacity Building in Planning and Implementation of CapEFA for TVET Development and on Regional Coordination of TVET Activities in Africa that was held in Zanzibar, Tanzania.

I invite you to read Bulletin No. 19.

L. Efison Munjanganja

Head, UNEVOC Networks & Officer in Charge, UNESCO-UNEVOC International Centre

The UNEVOC Network

News from UNEVOC Network Members



New UNEVOC Network Member: CTVET, Guyana

Guyana is the 167th UNESCO Member State that has joined the UNEVOC Network! Its Council for Technical and Vocational Education and Training (CTVET) became a UNEVOC Network Centre in August 2010.

The Council develops and initiates the implementation of policies; establishes standards to meet national, regional and international requirements; further develops the national system of performance testing and certification; undertakes competency-based modularized curriculum development; conducts research on TVET; implements quality control mechanisms; and monitors the performance of both formal and non-formal post-secondary TVET.

Sydney Walters is both the Director and UNEVOC Team Leader of CTVET.

Links

<http://www.ctvet.org.gy/>



New UNEVOC Network Member: FPTK, Indonesia

The Faculty of Technology and Vocational Education (FPTK) of the Universitas Pendidikan Indonesia (UPI) joined the UNEVOC Network in August 2010 and is thus the second UNEVOC Centre in Indonesia.

FPTK currently provides nine study programmes for TVET teachers in the fields of electrical, mechanical and civil engineering, architecture, home economics and agro industries.

In addition, it offers five non-academic (diploma) programmes in electrical, mechanical and civil engineering and, since 2010, continuous education

programmes in the framework of Indonesian teacher upgrading.

The Indonesian TVET Research Centre, which is part of the FPTK, conducts research and provides consultancy for policy development in TVET.

Through the close linkage between TVET research and TVET teacher education and a dynamically-developing cooperation with the economic sector and foreign institutions engaged in the development of

TVET, the FPTK UPI is assuming an important role in the further development of Indonesia's TVET system.

Links

<http://fptk.upi.edu/>



New UNEVOC Network Member: IUSTA, Chad

The Institut Universitaire des Sciences et Techniques d'Abéché (IUSTA), Chad, joined the UNEVOC Network in July 2010.

IUSTA is a public institution of higher education and vocational training in science.

The Institute's main aims are:

- Initial and continuing training;
- Training for research;
- Scientific and technologic research and the evaluation of results;
- Dissemination of cultural and scientific information.

Links

<http://www.iusta-tchad.org/>



Representative of UNEVOC Centre in Sierra Leone

visits UNESCO-UNEVOC

On 21 September 2010, Mr Mohamed A. Jalloh, Director of Sierra Leone's National Council for Technical, Vocational and Other Academic Awards (NCTVA – a UNEVOC Centre), visited UNESCO-UNEVOC.

He was accompanied by Ms Elsa Meinzer, Team Leader of the Youth Employment Promotion Programme in Sierra Leone implemented by the German development consulting firm GOPA and funded by the

German Development Agency GTZ on behalf of the German Ministry for Economic Cooperation and Development, and by Ms Susanne Heidmann, also of GOPA.

The visit was part of a study tour to various TVET institutions in Germany GOPA had organized within the frame of the Programme. Mr Jalloh and Ms Meinzer respectively introduced the TVET system of Sierra Leone and presented the Youth Employment Promotion Programme to UNEVOC in view of sharing information and knowledge about curriculum and policy reform, and in order to look into the possibility for enhancing collaborative activities.

Links

[Promotion of the Development Capacity of Youth and Young Adults, a GTZ-funded programme:](http://www.gtz.de/en/themen/uebergreifende-themen/jugend/20477.htm)

<http://www.gtz.de/en/themen/uebergreifende-themen/jugend/20477.htm>

[GOPA Consultants:](http://www.gopa.de/) <http://www.gopa.de/>



Representatives of UNEVOC Centre in Jamaica

visit UNESCO-UNEVOC

On 18 and 19 November 2010, Dr. Carolyn Hayle, Executive Director and Mr. Dermon Spence, National Programmes Director, of HEART Trust / National Training Agency (HEART Trust / NTA – a UNEVOC Centre), visited UNESCO-UNEVOC. The study visit was organized by UNESCO-UNEVOC in corporation with the UNESCO Office Jamaica in Kingston.

On the first day Dr. Hayle and Mr. Spence visited the Federal Institute for Vocational Education and Training (BIBB) and received an introduction of BIBB's role in Germany's dual system of Vocational Education and Training. This presentation by Michael Haertel, Senior Expert in the section of Advisory Service and International Cooperation, was followed by discussions about future corporation between BIBB and HEART Trust/ NTA. In the second half of the day Dr. Hayle, Mr. Spence and Mr. Haertel visited Lucas-Nuelle, an automotive training solutions provider in the region.

On the second day, Dr. Hayle and Mr. Spence were welcomed by UNESCO-UNEVOC in their premises in Bonn. The meeting started with presentations about UNEVOC's activities and tasks to fulfill its UNESCO mandate with a special focus on the UNESCO-UNEVOC Network, UNEVOC's Online services such as the [e-Forum](#) and [TVETipedia](#) and UNEVOC's publication programme. After this insight, the two representatives introduced the TVET system in Jamaica, presented the TVET development and sections in their institution to UNEVOC in view of sharing information and knowledge about curriculum, policy and strategic plans in order to look into the possibility for enhancing collaborative activities.

Links

[The HEART Trust / National Training Agency](http://www.heart-nta.org): <http://www.heart-nta.org>

UNEVOC Network Meetings



UNEVOC Seminar, University of the West Indies

to strengthen UNEVOC Network in the Caribbean

A national UNEVOC Seminar was held on 23 September, 2010 at the Mona Visitors Lodge at the University of the West Indies (UWI), Jamaica. The seminar held jointly by the UNESCO and the School of Education at the UWI sought to sensitize TVET stakeholders about the UNESCO's mandates in TVET, the UNEVOC International Centre in Bonn and the various resources and services available to persons around the world.

There were about thirty persons in attendance including TVET experts from the Ministry of Education, TVET senior administrative personnel and TVET lecturers from the University of the West Indies, the University of Technology and the Mico University, principals and teachers from high schools, experts from the leading National Training Agency (NTA) in Jamaica as well as other interested private providers of TVET services in the country. Discussions centered on the TVET sector in Jamaica with a focus on the needs and challenges of the TVET sector, specifically the need for TVET policy development.

The University of the West Indies gave a brief presentation about new Masters and Doctoral programmes in TVET to be introduced at the UWI in January 2011 and a regional TVET conference to be held in collaboration with UNESCO in 2012. Several participants were able to register on the UNEVOC e-Forum at the seminar. Building on the success of this seminar, the UNESCO Kingston cluster office plans to hold a series of national seminars in the Caribbean region.

Links:

[The University of the West Indies \(UWI\)](http://www.mona.uwi.edu/): <http://www.mona.uwi.edu/>

[The Mico University](http://www.themicouniversitycollege.edu.jm): <http://www.themicouniversitycollege.edu.jm>

[The HEART Trust, National Training Agency \(NTA\)](http://www.heart-nta.org/): <http://www.heart-nta.org/>



Meeting: “TVET and ESD in CIS”

19 to 22 October 2010, Bonn, Germany

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training and Capacity Building International (InWent) conducted a UNEVOC Network sub-regional consultation meeting on building capacity for TVET and ESD in the Commonwealth of Independent States (CIS), in cooperation with UNESCO Moscow Cluster Office (Moscow, Russian Federation).

The meeting aimed to support educational leaders from UNEVOC centres to assist CIS countries in addressing global sustainable development challenges. In that regard, the meeting provided opportunities to discuss about the broad and inclusive concept of ESD and its initiatives in order to integrate it into TVET curricula, learning materials and activities. UNEVOC centres were facilitated in engaging with the other UNEVOC Centres outside of the CIS region, in particular from Germany, Norway, Georgia and Ukraine.

During the meeting, the focus was to review current trends, international discourse and potential TVET contributions in addressing global sustainable development challenges; to comprehend country perspective of ESD-related best practices and innovations in enhancing the quality of TVET; formulating programme directives and strategies for ensuring an efficient implementation of the DESD through the UNEVOC Network; to clarify the respective roles and responsibilities of UNEVOC Centres in enhancing scientific excellence, research and ESD-related knowledge development and innovations in TVET for the Second Half of the DESD. Hence, particular issues were discussed on i) responding to a sustainable labour market through TVET; ii) increasing ESD understanding and involvement of TVET stakeholders; iii) regionalizing and coordinating the integration of ESD into TVET through the UNEVOC Network.

Documents available online

[Background paper and programme:](#)

[List of participants:](#)

Picture: Participants visiting a sewage plant and an institute for wastewater

Partnership



UNEVOC Centre in Magdeburg, Germany

Official Opening

On 16 September 2010, the official opening of the Magdeburg UNEVOC Network member “TVET for Sustainable Development” took place in Magdeburg, Germany.

Three institutions located in the city of Magdeburg, Germany, form this UNEVOC Centre: InWent-Capacity Building International, Otto-von-Guericke-University and Fraunhofer Institute for Factory Operation and Automation (IFF).

This new UNEVOC Centre focuses particularly on the following topics within the broader area of education for sustainable development:

- Development of concepts for education and further training of VET teachers
- Development of curricula and learning and teaching materials for VET
- Human resources development
- VET and sustainable development
- Development of innovative learning environments for professional education and further training

For any further queries regarding the opening, please contact

Mr. Kai Gleissner at mail@unevoc-magdeburg.de

phone: +49 (391) 671 6757

fax: +49 (391) 671 6783

website: <http://www.unevoc-magdeburg.de>

For other events organized by the Magdeburg UNEVOC Centre, please check their website at http://www.unevoc-magdeburg.de/index.php?option=com_content&view=article&id=55&Itemid=83

UNEVOC e-Forum



South-South Cooperation Award to e-Forum

Award handed over to UNESCO-UNEVOC at Global South-South Development Expo 2010 in Geneva

UNESCO-UNEVOC participated in the [South-South Development Expo 2010](#) (GSSD). The GSSD took place from 22-26 November 2010 in ILO Headquarters in Geneva, Switzerland. The Expo exists since 2008 and is being organised by UNDP's Special Unit for

South-South Cooperation. The Expo is designed to spotlight, showcase and promote innovative solutions to poverty challenges that have a strong element of South-South cooperation.

In the context of the expo, UNESCO submitted 4 of its education initiatives, and presented them in a "[Solution Exchange Forum on Education](#)" on 25 November 2010. At the end of this Forum, all four of UNESCO's South-South solutions were awarded a **South-South Cooperation Excellence Award** in recognition of their character as effective solutions for South-South Development. The award was handed over to Max Ehlers, Head of ICT in UNESCO-UNEVOC, by H.E. Ms.

Josephine Ojiambo, President of the UN General Assembly High-level Committee on South-South Cooperation.



General Developments

The e-forum currently has 1,577 members from 154 Countries. In 2010, more than 1400 messages have been distributed via the e-Forum by mid-December.

Please note that the UNEVOC e-Forum is now also available via Twitter at www.twitter.com/unevoc. On the UNEVOC twitter channel you will find notifications of new e-Forum discussions as well as UNEVOC news.

On 4 November 2010 we started an "e-Forum User Survey", which is available at <http://www.unevoc.unesco.org/survey/>. This short survey will help the UNESCO-UNEVOC e-Forum team to improve the quality and the relevance of the e-Forum and to better respond to members' needs. Five participants of the survey will have the chance to win a wonderfully branded TVETipedia USB card (4 GB memory card) after a random lottery draw. Please note that participation in the survey is possible until 23 December.

Recent Discussions (August to mid-December 2010)

For those who are not a member of the e-Forum: You can access the messages via <http://www.unevoc.unesco.org/forum>. Note that you need to log in to be able to read messages.

The Face of TVET in Nigeria

Discussion about the present situation of TVET in Nigeria and more information about the TVET development strategies and suggestions in the aspect of Africa and India.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1187>

Sustainability Initiatives for VT

Introduction about the institution "National Service for Industrial Labour Training" in Peru and information request for similar model in Asia or English-speaking countries.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1184>

Definition of Vocational Education and Technical Education

Discussion about the definitions of vocational education and technical education as well as other relevant terminologies, such as TVET, VET, the formal, non-formal and informal continuing TVET and lifelong learning.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1179>

TVET for Clean Energy Industries in Developing Countries and Challenges

Discussion about the challenges and countermeasures on TVET in the renewable energy industries within developing countries.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1165>

Establishing a National Vocational Qualifications Framework

Discussion and Information about the issues to be addressed when establishing a National Vocational Qualifications Framework (NVQF) and links to resources of the implementation of NVQF in Australia and Bangladesh.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1155>

National Competence Standard in the Developing Countries

Information about the experiences of developing countries (e.g. Philippines, Korea, Botswana and Sri Lanka) in imposing national competence standard in TVET, specifically in the context of policy evaluation of the standardization.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1149>

Vocational Education Curriculum

Information about the standard curriculum, courses or syllabus for Vocational Education and enquiry for curriculum across trades suggested by UNESCO or ILO.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1129>

How Can an Organization Find Assistance?

Information and links to some resources for fundraising information.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1110>

Assessment in TVET

Information about the procedures for competency based assessment and verification in TVET and discussion about the use of a standardised log book for students when they go on Industrial Attachment.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1100>

TVET and Physical Education

Discussion about the organizational strategy and the role of TVET in the development of sports, especially the use of apprenticeship system for the skill development in sports and the issue of franchising sports including good practices and its benefits and challenges.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1088>

Instructional Design for Vocational Education

Introduction and information about the definition, the process and the model of Instructional Design in general and in particular for TVET

more: <http://www.unevoc.unesco.org/forum.php?lang=en&skin=efor&show=1207>

e-Learning and ICT in TVET

Discussion and shared experience (e.g., in Canada, Ethiopia, Commonwealth activities and UNESCO Bangkok database) on the use of ICT and social networks in TVET to promote TVET and learning activities

more: <http://www.unevoc.unesco.org/forum.php?lang=en&skin=efor&show=1206>

Success and Failure of TVET Students

Discussion about the factors which affect the success of TVET students or trainees and the strategies to ensure the success

more: <http://www.unevoc.unesco.org/forum.php?lang=en&skin=efor&show=1202>

Competency-based Training, Measuring

Information about the methods and instruments to measure competency-based training

more: <http://www.unevoc.unesco.org/forum.php?lang=en&skin=efor&show=1200>

TVETipedia

TVETipedia is an internet portal where users can exchange information and share knowledge on issues that are relevant in the field of TVET. Since its launch in March 2009, more than 1,000 users have signed up for the portal, making them potential editors. Several have started to contribute articles to the portal, some of which are summarised below. All readers of the UNEVOC Bulletin are invited to contribute to TVETipedia, by adding new articles any by editing existing articles to improve their quality. If you have questions or comments, please contact info@tvetipedia.org.

HIV and AIDS and TVET

This article describes the impacts of HIV and AIDS on TVET and the labour force and also illustrates the strategy of UNESCO on the prevention of HIV and AIDS with and for education.

“Learning by Ear” - The Skills to Succeed in Today's Africa

This article introduces the implementation and benefits of the new multimedia distance-learning programme “Learning by Ear” in Africa, initiated by German Broadcasting Service Deutsche Welle.

Information on TVET in the following countries has recently been added to TVETipedia

[Kuwait](#), [Yemen](#), [Oman](#), [United Arab Emirates](#), [Bahrain](#), [Qatar](#), [Lebanon](#), [Egypt](#), [Saudi Arabia](#)

ICTs in TVET



2010 in Bonn, Germany.

ICTs to strengthen TVET in Georgia

22 to 25 November 2010, Bonn, Germany

UNESCO-UNEVOC fosters the development and use of ICTs in TVET and especially addresses issues as capacity development, access and connectivity issues, and localisation, customisation and content development.

In light of this purpose UNESCO-UNEVOC organized and hosted a meeting on “ICTs to strengthen TVET in Georgia” from 22-25 November

As a follow up of the [International Seminar on Advancing TVET in Georgia through Enhancing the Use of ICTs, Tbilisi, Georgia, 7-8 September 2009](#), UNESCO-UNEVOC continued its collaboration with several members of the UNEVOC Network on the development of a joint activity in this field.

The main purpose of the meeting was to start the process of developing a project proposal that is eligible for EU funding. Knowledge sharing among the participating UNEVOC Centres from Georgia ([Information Technologies Vocational Education and Training Centre](#)), Sweden ([Centre for Flexible Learning](#)), Finland ([University of Tampere](#)), the [University of Jyväskylä](#), [Federal Institute for Vocational Education and Training \(BIBB\)](#) and representatives from [Cisco Networking Academy](#), as well as the presentation of Best Practices in the area of open learning platforms and a 1,5 day study tour lead to the outcome of a first project summary. The development process was also accompanied by an expert from the Section for Multilateral and Private Funding Sources at UNESCO Headquarters.

UNEVOC Assistance to CapEFA Implementation



UNEVOC assists in CapEFA implementation

31 August to 5 September 2010, Zanzibar, Tanzania

UNEVOC's participation in the "Regional Seminar on Capacity Development in Planning, and Implementation of Cap EFA for TVET Development and on Regional Coordination of TVET Activities in Africa" from 31 August to 5 September 2010 in Zanzibar, Tanzania was part of the technical advice and assistance in implementing the Cap EFA projects which is jointly provided by specialists from UNESCO Headquarters and institutes such as UNESCO-UNEVOC.

Cap EFA projects are being implemented in the areas of TVET, among others, in sub-Saharan Africa under the leadership of various UNESCO Cluster Offices. The workshop with participants from UNESCO Cluster Offices in sub-Saharan Africa, Cap EFA Team at UNESCO Headquarters, UNESCO-UNEVOC, national coordinators for Cap EFA, partners from UNDP in Dakar, African Union, Southern African Development Community (SADC), and Central Africa, and ministries in Cap EFA project countries, was a component of a regional Cap EFA project which is implemented by the UNESCO Regional Bureau for Education in Africa (BREDA) in Dakar. The specific objectives of the workshop included development of capacities in order to improve the elaboration of policy and management of TVET programmes. Mr Munjanganja led the session on the UNESCO TVET Strategy and the assistance obtainable from UNESCO Headquarters and UNEVOC with reference to Cap EFA. He also explained the support provided so far to Cap EFA in Malawi beginning with project inception through the implementation of evaluation.

TVET and ESD



UNESCO-UNEVOC at the IFAT Entsorga

in Munich, Germany, 13-17 September 2010

Through networking and knowledge sharing, UNESCO-UNEVOC promotes and supports the development of skills and technical and institutional capacities for education and training of water technicians in order to enhance the quality of life by improving access to safe drinking water and sanitation services.

To enable and broaden networking and exchange on TVET issues relevant to water and sanitation services, UNESCO-UNEVOC

participated in the [IFAT Entsorga Trade Fair for Water, Sewage, Waste and Raw Materials Management](#) in Munich from 13 to 17 September 2010. [The UN-Water Decade Programme on Capacity Development \(UNW-DPC\)](#) in partnership with the Deutsche Vereinigung für Wasserwirtschaft, Abwasser und Abfall ([German Association for Water, Wastewater and Waste \(DWA\)](#)), invited the [UN-Water Interagency Group](#) of which UNESCO-UNEVOC is a member, to participate in the joint UN booth at this fair.

UNESCO-UNEVOC exhibited Education for Sustainable Development related publications and informational materials to a large public. Over the five days of being part of the UN-Water Interagency Group during IFAT ENTSORGA 2010, around 150 visitors, water professionals and TVET experts representing 30 institutions from over 20 countries came to the UNESCO-UNEVOC booth. After Germany, the top 10 countries of origin for visitors were: India, Lao People's Democratic Republic, Republic of Korea, Zambia, Egypt, Jordan, Turkey, France, Italy and Romania. They had shown strong interests in the development of technical and institutional capacities for education and training of water technicians.

Documents available online

[Brief information about UNESCO-UNEVOC for education and training of water technicians](#)



Workshop "Green TVET and ESD"

Capacity Development Needs for Water Education & Approaches and Implementation Schemes

The UNESCO-UNEVOC International Centre, in partnership with [Capacity Building International \(InWEnt\)](#), [Colombo Plan Staff College \(CPSC\)](#) and [the German Association for Water, Wastewater and Waste \(DWA\)](#) conducted an International Expert's Workshop on "Green TVET and Education for Sustainable Development" from 12 to 17 September 2010 in Germany.

The first part of the workshop focuses on Capacity Development Needs for Water Education within the context of the changing world of work which took place from September 12th to 15th 2010 in Munich during the 2010 [International Trade Fair \(IFAT\) for Water, Sewage, Waste and Raw Materials Management](#) which more than 2,620 companies from more than 44 countries participated to showcase key developments in the waste disposal, recycling, raw-materials management and service sectors. The second part of the International Expert's Workshop on "Green TVET and Education for Sustainable Development" took place from September 16th to 17th 2010, in Magdeburg. The focus was on Approaches and Implementation Schemes in Theory and Practice in the context of ESD.

Overall, the workshop aims to strengthen the role of TVET in fulfilling the UN Decade of Education for Sustainable Development (UN DESD) in relation to promoting and supporting the development of skills and technical and institutional capacities within the water supply and sanitation sectors. The focus was to review current trends and international discourse for TVET and Water Education; to examine country perspective of best practices in reorienting towards Green TVET in support of DESD; to assimilate innovative and applied technologies in water sector for TVET; and to formulate policy directives and strategies for building capacity in reorienting towards Green TVET and Water Education in pursuit of ESD. In order to foster South-South and North-South cooperation through the intergovernmental collaboration, the participants from 18 different countries, which included: Afghanistan, Bangladesh, Bhutan, Fiji, India, Korea, Malaysia, Maldives, Myanmar, Mongolian, Pakistan, Philippines, Sri Lanka, Thailand, Kenya, Cote'd Ivoire, Gambia and Germany, were invited to attend the workshop.

Documents available online

[Study tours organized by DWA](#)

[UNESCO-UNEVOC at the IFAT Entsorga 2010 in Munich](#)

[Background paper](#)

[Participants list](#)

Picture: Participants during a study tour.

TVET Best Practice Clearinghouse



At UNEVOC conferences in 2008-2009 in Maputo, Mozambique, and Mbabane, Swaziland, concerns were raised regarding the paucity of best practices in TVET, especially in the African region, and it was realized that there is a lack of good practice examples in TVET, while TVET policy makers and practitioners may often not even be aware of existing good practices in TVET. There was a general consensus among the participants regarding the urgent need to make best practices available and accessible to all in TVET. UNESCO-UNEVOC has decided to fill this gap by launching the TVET Best Practice Clearinghouse. The documents in this series are written by technical and vocational education and training specialists from the worldwide UNEVOC Network with an aim to harness, document and evaluate practices that are in place in their country, to share their

expertise and knowledge on What Works in TVET with the global TVET community, and to provide TVET practitioners in other countries or contexts with information on how their best practice can be reproduced.

A best practice is a technique, method, process, activity, incentive or reward that is believed to be more effective at delivering a particular outcome than any other technique, method or process. The idea is that with proper processes, checks and testing, a desired outcome can be delivered with fewer problems and unforeseen complications. A best practice can also be the most efficient (least amount of effort) and effective (best results) way of accomplishing a task, based on repeatable procedures that have proven themselves over time for large numbers of people. A best practice in one country may not necessarily be a best practice in another country, but most importantly it provides viable lessons and resources to learn from. In TVET, areas for best practice examples may include, for example, administration or management issues, national qualifications frameworks, integration of information and communication technology (ICT) in learning and teaching, integration of education for sustainable development (ESD), HIV/AIDS education, innovations, TVET for poverty reduction, gender issues, etc. In fact, the list is endless.

English versions available online

[Issue 1: Best Practice in Sustaining the Financing of Training Through Continuous Improvement of the Levy-Grant System](#)

[Issue 2: Entrepreneurship Education as a Tool to Support Self-Employment in Kenya](#)

[Issue 3: Best Practice on TEVET Graduate Empowerment Toolkit Scheme](#)

French versions available online

[Numéro 1: Bonnes pratiques: la durabilité du financement de la formation grâce à l'amélioration continue du système de taxe/allocation de formation](#)

[Numéro 2: La formation à l'entrepreneuriat, instrument de promotion de l'emploi indépendant au Kenya](#)

[Numéro 3: Bonnes pratiques du programme tevet Graduate Empowerment Toolkit](#)



Case Study of TVET in Kenya

UNESCO-UNEVOC has published the first volume in the series of Case Studies of Technical and Vocational Education and Training in Selected Countries. The Case Study of Kaiboi Technical Training Institute in Eldoret, Kenya provides insight into the development of this TVET institution from an originally stagnant and weak school to a prosperous and well-functioning establishment. The study highlights the different steps undertaken by the institute's management to increase the efficiency and effective running of the school, its enrolment rates, teacher morale and student achievement and satisfaction.

The study specifically focuses on the role of the institutional manager as a strong figure in achieving these goals.

This paper appears as the first volume in the series entitled [UNESCO-UNEVOC Case Studies of Technical and Vocational Education and Training in Selected Countries](#), which is part of the UNEVOC International Library of TVET – an

extensive publications programme prepared by the UNESCO-UNEVOC International Centre. The Case Studies of Technical and Vocational Education and Training in Selected Countries provide in-depth information on issues of specific importance in the TVET systems of selected countries and regions. Through the case studies it is intended to build a pool of resources and tools of what works in TVET as part of the UNESCO-UNEVOC International Centre's clearinghouse.

Author: John W. Simiyu

Language: English

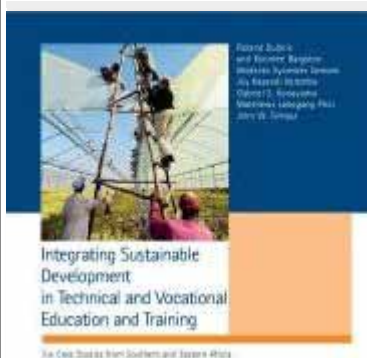
Published by: UNESCO-UNEVOC

Year of publication: 2009

Number of pages: 44

ISBN: 978-92-95071-01-8

[Revitalizing a TVET Institute in Kenya](#) (PDF, 1 MB)



Case Study: Integrating ESD in TVET

UNESCO-UNEVOC has published the 2nd volume in the Case Studies series, a collection of six studies from Southern and Eastern Africa on "Integrating Sustainable Development in Technical and Vocational Education and Training".

The studies were commissioned in Botswana, Kenya, Malawi, Mauritius and Zambia. Carried out by writers connected with the UNEVOC Network as part of capacity building and of contributing to knowledge building and sharing, the authors have primarily described and analysed experiences and practices relating to integrating ESD in TVET programmes. Also, they have identified gaps for additional action so that the integration can be satisfactorily done.

The case studies are:

- A survey of experiences and practices in current use for integrating education for sustainable development in TVET in Botswana, by Matthews Phiri;
- Case study for Integrating Education for Sustainable Development in Model Youth Polytechnics in Kenya, by Joy Kasandi Kelemba;
- A study of a current model for integrating education for sustainable development in centres of excellence in TVET in Kenya, by John Simiyu;
- A case study of initiatives in the current use for integrating education for sustainable development in TVET in Malawi, by Modesto Sylvester Gomani;
- A case study of practices for integrating education for sustainable development in TVET for the tourism industry in Mauritius, by Roland Dubois and Koontee Balgobin; and
- A case study of practices for integrating education for sustainable development in TVET: the case of Mobile Mission Maintenance Vocational Training Centre, Ndola, Zambia, by Gabriel S. Konayuma.

[The Series of Case Studies of Technical and Vocational Education and Training \(TVET\) in Selected Countries](#) provides in-depth information on issues of specific importance in the TVET systems of selected countries and regions. Through the case studies it is intended to build a pool of resources and tools of what works as part of the UNESCO-UNEVOC International Centre's clearinghouse.

Language: English

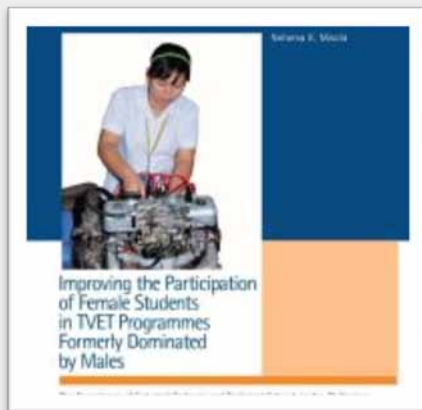
Published by: UNESCO-UNEVOC

Year of publication: 2010

Number of pages: 120

ISBN: 978-92-95071-11-7

[Integrating Sustainable Development in TVET](#) (PDF, 505 KB)



Improving the Participation of Women in TVET

New Case Study

The marginalization of women leads to many countries losing out on the possibility of utilizing the potential of this human capital. This human loss for the local community, but also for national development and growth, puts increasing pressure on governments to improve gender equality, especially with regard to women's enrolment in male-dominated technical and vocational education and training (TVET) courses. In addition, the emancipation of girls and women through TVET, with a view to allowing them to enter the labour market and thus to contribute significantly to their family's income, is a key contribution to poverty

alleviation.

This case study, the 3rd volume in the [Series of Case Studies of Technical and Vocational Education and Training in Selected Countries](#), analyses and describes policies and practices that obtain in selected institutions in the Visayas Region of the Philippines to improve the participation of females in male-dominated TVET courses and to enhance the role of women in national development. Often, efforts to put in place appropriate policies and suitable support measures come to grief, or take inordinate long time to effect, for lack of the availability of easy-to-use examples, case studies, and other tools. The present case study contributes to the pool of resources of what works in TVET with reference to increasing the enrolment of female students in formerly male-dominated fields. It shows a mixture of changes that were implemented, ranging from policies, to physical infrastructure, to funding, to support services such as guidance and counselling and to learning environments.

The Series of Case Studies of Technical and Vocational Education and Training in Selected Countries provide in-depth information on issues of specific importance in the TVET systems of selected countries and regions. Through the case studies, it is intended to build a pool of resources and tools of what works as part of the UNESCO-UNEVOC International Centre's clearinghouse.

Author: Nehema K. Misola

Language: English

Published by: UNESCO-UNEVOC

Year of publication: 2010

Number of pages: 36

ISBN 978-92-95071-12-4

[Improving the Participation of Female Students in TVET Programmes Formerly Dominated by males: The Experience of Selected Colleges and Technical Schools in the Philippines](#) (PDF, 330KB)

Inside UNESCO-UNEVOC

Mr L. Efison Munjanganja participated in the "Conference on the Future of Vocational Education and Training in a Changing World" held at the German Research Centre for Comparative Vocational Education (G.R.E.A.T.) at the University of Cologne from 29 September to 1 October 2010. He made the opening address on the subject of UNEVOC's actions and approaches in the context of the UNESCO strategy and programme in the area of TVET.

On 20 October 2010, a UNESCO-UNEVOC representative joined the expert meeting of CJD (Christian Association of Youth Villages, a German nationwide organisation for youth, education and social work) on "International work at the CJD" in order to familiarize the CJD's internationally-operating staff with the work of UN organizations in Bonn, and that of UNESCO-UNEVOC in particular.

On 4 and 18 November, students of the University of Cologne visited UN Campus in Bonn within the frame of a university lecture series on "International TVET Systems". A UNESCO-UNEVOC staff member presented the work of UNESCO-UNEVOC.

Call for Documents and Learning Materials

UNESCO-UNEVOC is constantly looking for relevant documents, papers and reports on TVET from around the world including legal documents, policy papers, curricula, and learning materials that TVET policy makers and practitioners are willing to share with their peers.

We invite all Bulletin recipients to send us such documents. The range of topics is broad and may cover all relevant areas of TVET, whether they deal with an already well established area or bring up new aspects and questions.

If you have any questions or want to submit a document, please do not hesitate to contact us at bulletin@unevoc.unesco.org

Contribute to the UNESCO-UNEVOC Bulletin

Publish your article in the UNESCO-UNEVOC Bulletin

We invite all members of the UNEVOC Networks and others involved in technical and vocational education and training to submit articles about their activities or about recent developments in TVET for publication in the UNESCO-UNEVOC Bulletin.

For more information or to read past issues of the Bulletin, please visit <http://www.unevoc.unesco.org/bulletin>.

Please do not hesitate to contact us if you have any questions or to submit your article: bulletin@unevoc.unesco.org

Upcoming TVET Events Worldwide

International Engineering and Technology Education Conference (IETEC 2011)

Kuala Lumpur, Malaysia, 16-01 to 19-01-2011

more: <http://www.ietec.my/>

LEARNTEC 2011

19th Leading International Trade Fair and Convention for Vocational Education, Learning and IT
"The Potential for growth in vocational education and training."

Karlsruhe, Germany, 01-02 to 03-02-2011

more: http://www.learntec.de/cgi-bin/x-mkp/start.pl?language=2&kind=10&eve_id=10

For more events, please visit the UNEVOC website at www.unevoc.unesco.org/events

You are missing an event? Please [contribute events](#) in the area of TVET.