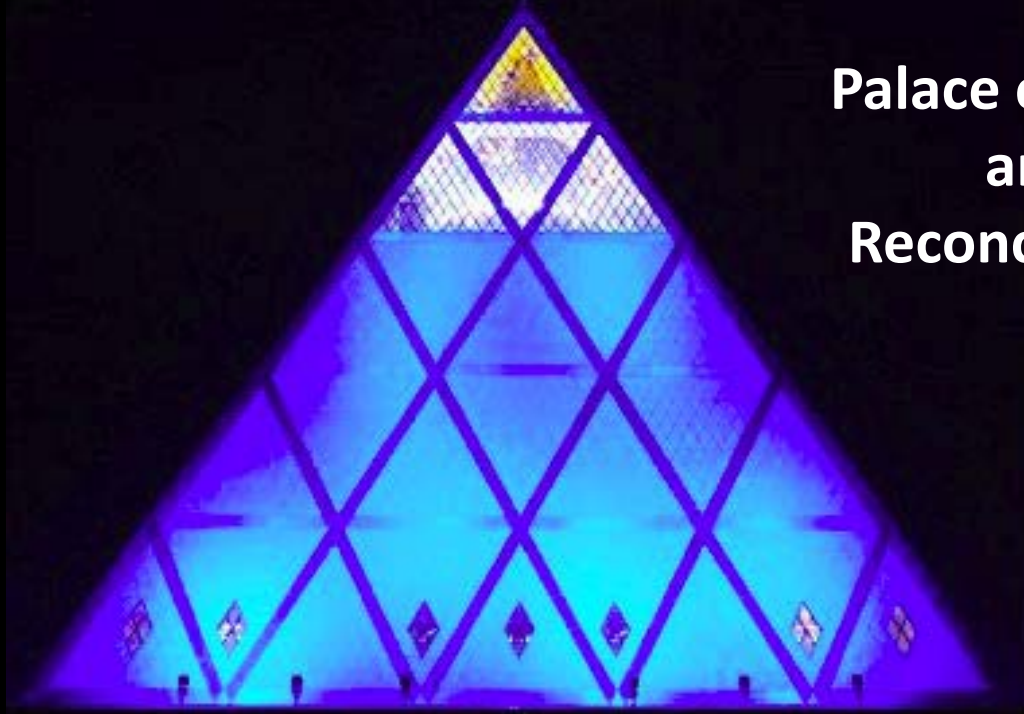


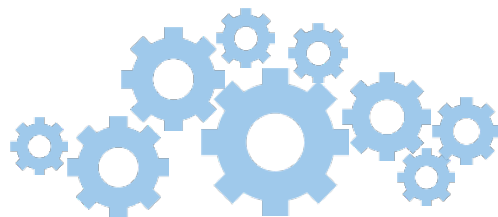
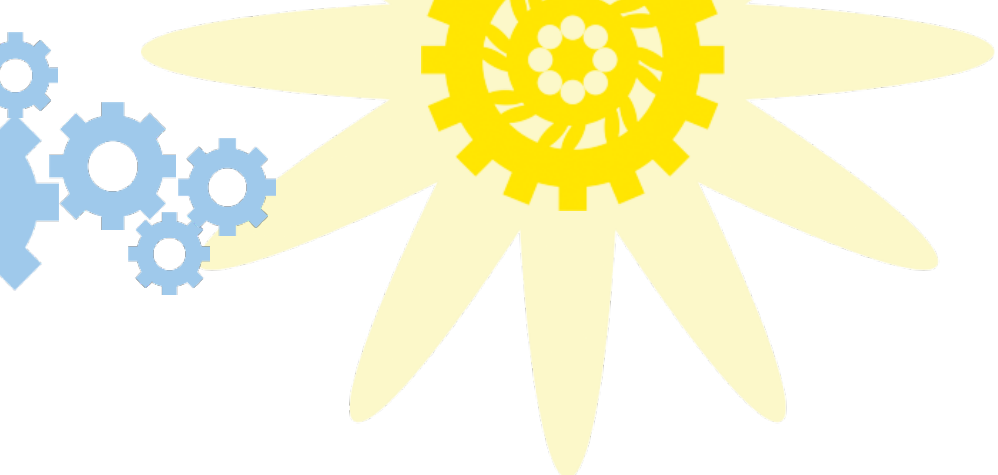
**Palace of Peace  
and  
Reconciliation**



The Purposes of the United Nations are:



...to be a centre for harmonizing the actions of nations in the attainment of ... common ends.



United Nations  
Educational, Scientific and  
Cultural Organization

UNEVOC

International Centre  
for Technical and Vocational  
Education and Training

# UNESCO-UNEVOC PROMOTING COOPERATION IN TVET

**Max Ehlers**

Central Asia Symposium on ICT in Education, Astana 2016

UNESCO-UNEVOC

International Centre for Technical and Vocational Education and Training



Unevoc Imagefilm 2015

Double-click to go to fullscreen, ctrl+click to snap to video size

00:16

Search the web and Windows

United Nations Educational, Scientific and Cultural Organization

International Centre for Educational and Training

18:42 28/06/2016





**3 parts: UNESCO TVET Strategy 2016-2021**

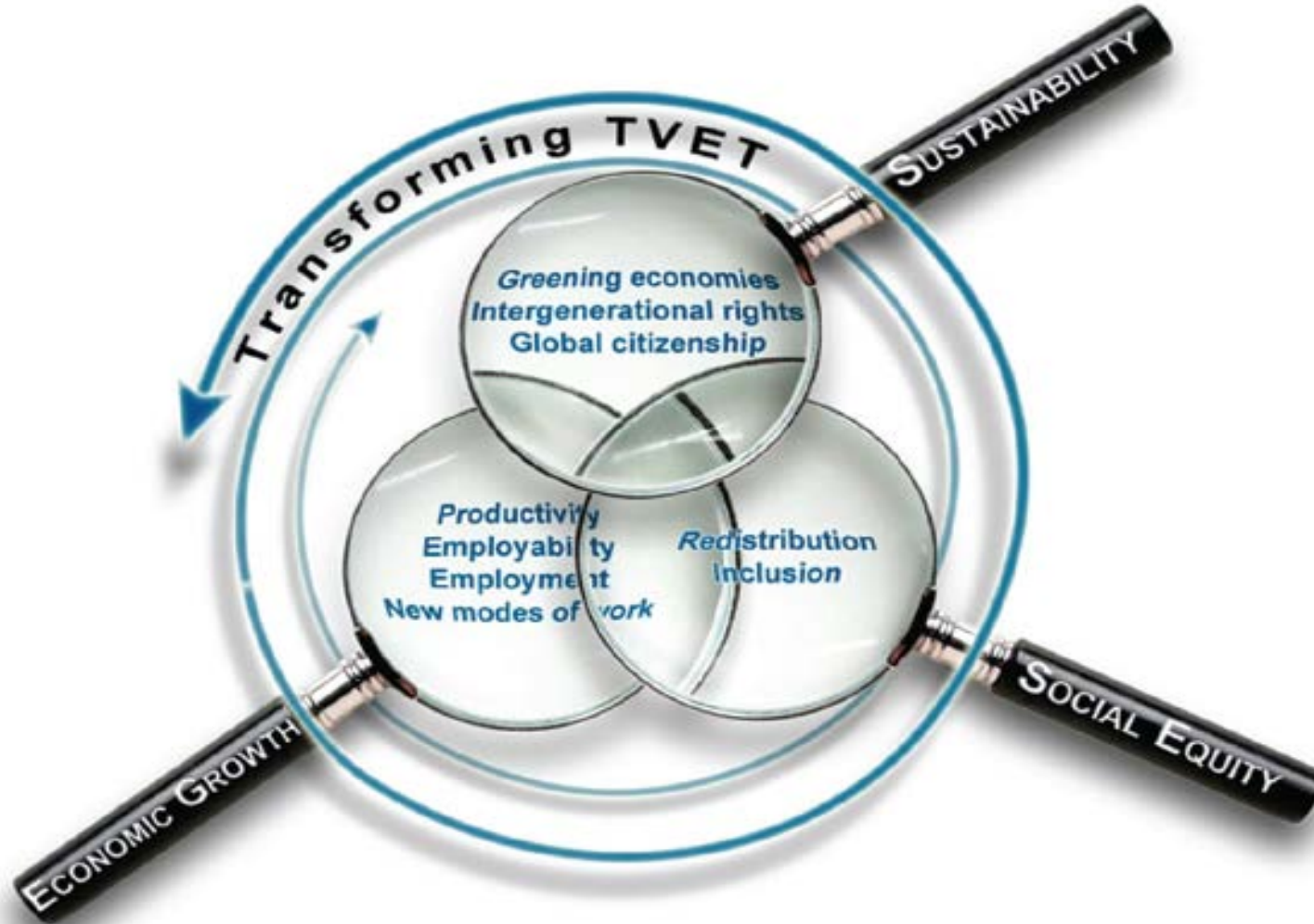
**UNEVOC Network**

**UNEVOC Online Services**



# Transformation of TVET

## Three Analytical Lenses



# A new vision for People, the Planet, Prosperity, Peace & Partnership by 2030



# One Education Agenda

SDG-4/Education 2030

Universal and Right-based

**Overarching goal:**

**Ensure equitable and inclusive quality  
education and lifelong learning opportunities  
for all by 2030**

**TVET at the centre stage**

**(SDGs 4/5/8 are directly related to TVET)**



World Youth Skills Day



Launch of

**UNESCO TVET Strategy 2016-2021**

15 July 2016 in Bonn

to be broadcast live via [unevoc.unesco.org/wysd](http://unevoc.unesco.org/wysd)

Framework for the  
**UNESCO TVET Strategy (2016-2021)**

**STRATEGIC VISION**

To equip all youth and adults with the skills required for employment, decent work, entrepreneurship and Lifelong Learning; and to contribute to SDGs.

*Thematic Priorities*

*Strategic Implementation Modalities*

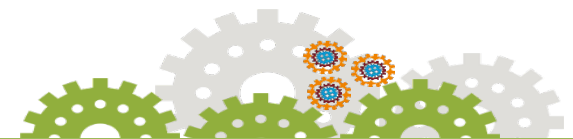
*Focus Areas of Action*

Framework for the  
**UNESCO TVET Strategy (2016-2021)**



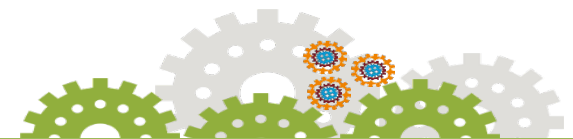
# TVET Strategy: Cross-cutting issues

- Support countries in identifying and **anticipating skills requirements** to inform TVET policies, strategies and programmes.
- Support countries in creating stakeholder platforms to facilitate **private sector participation**
- Support in **collection and analysis of data** on TVET programmes' outcomes, including big data and open data.
- Developing framework of **key indicators** by UNESCO Institute for Statistics (UIS) to monitor progress towards SDG4 skills targets
- Facilitation of debate on cross-border **recognition of qualifications**.



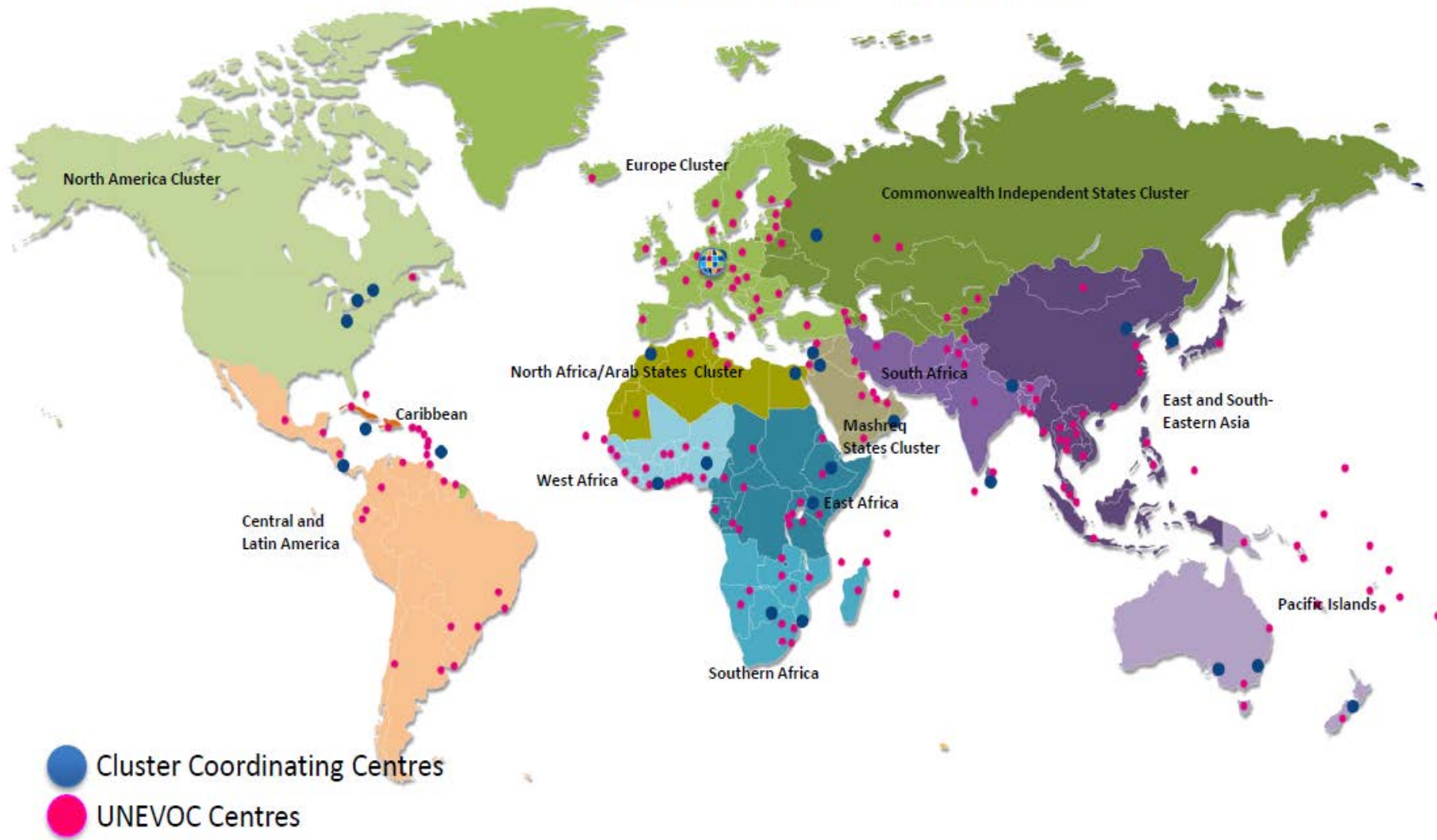
# UNESCO responsibilities according to strategy

- The TVET Unit at Headquarters will lead the implementation of this strategy, with the
- UNESCO-UNEVOC International Centre functioning as the hub of the UNESCO-UNEVOC Network and as a resource centre for research and innovation, knowledge sharing and capacity development.
- The UNEVOC Network will be the key driver for mutual learning, capacity building and advancing international cooperation in TVET.



# The UNEVOC Network

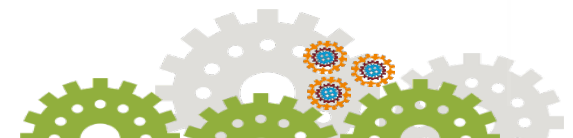
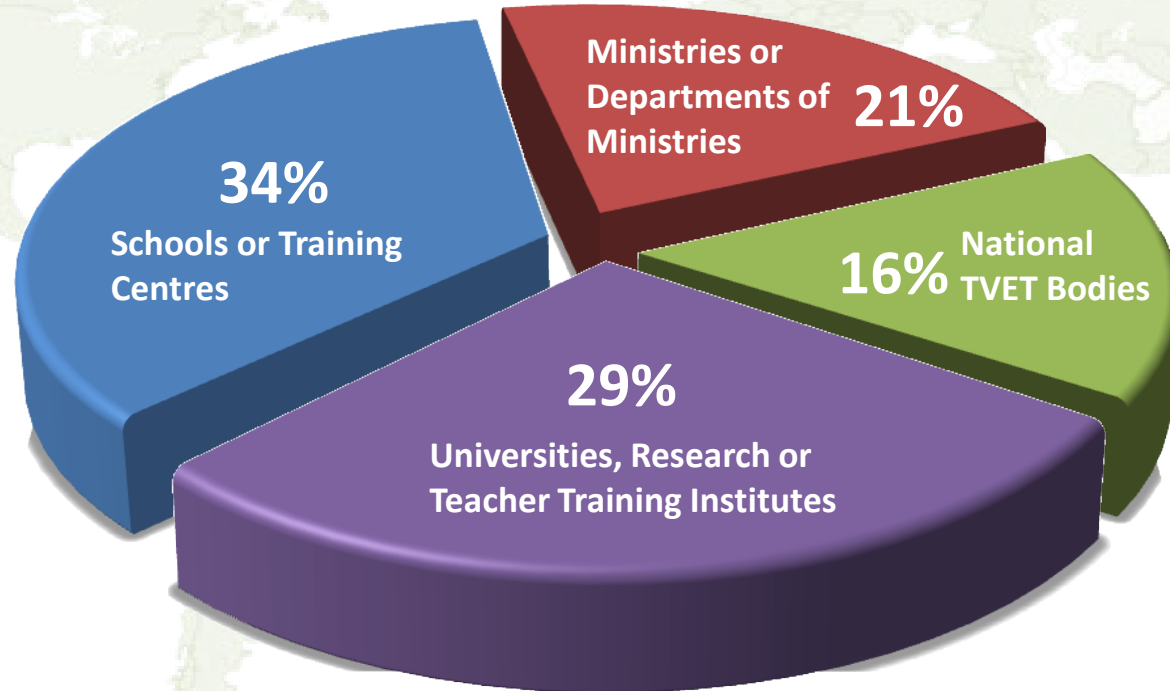
Worldwide Network of TVET Institutions



More than 200  
UNEVOC  
Centres in 167  
countries



# Multi-stakeholder representation



# UNEVOC Network CIS Cluster

UNESCO-UNEVOC Network Portal

www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Directory&lang=en&qsub=CIS

## Browse the UNEVOC Directory

Region Cluster Full Directory Type Search

| Country                                    | UNEVOC Centre   | Cluster                            | Region                     |
|--|---|------------------------------------|----------------------------|
| Russian Federation<br><i>National Body</i> | National Observatory on Vocational Education (Centre for VET Studies) (CVETS)   | Commonwealth of Independent States | Europe, CIS, North America |
| Russian Federation<br><i>Uni/Research</i>  | Institute for Strategy of Education Development of the Russian Academy of Education (ISED RAE)  | Commonwealth of Independent States | Europe, CIS, North America |
| Armenia<br><i>National Body</i>            | 'Global Developments' Fund (GDF)  | Commonwealth of Independent States | Europe, CIS, North America |
| Azerbaijan<br><i>Uni/Research</i>          | Azerbaijan Institute of Teachers (AMI)  | Commonwealth of Independent States | Europe, CIS, North America |
| Belarus<br><i>Training Centre</i>          | Republican Institute for Vocational Education (RIPO)  | Commonwealth of Independent States | Europe, CIS, North America |
| Kazakhstan<br><i>National Body</i>         | National Erasmus+ Office in Kazakhstan  | Commonwealth of Independent States | Asia/Pacific               |
| Kyrgyzstan<br><i>National Body</i>         | Forum for Educational Initiatives (FEI)   | Commonwealth of Independent States | Asia/Pacific               |
| Moldova, Republic of<br><i>Ministry</i>    | Ministry of Education and Youth   | Commonwealth of Independent States | Europe, CIS, North America |
| Russian Federation<br><i>Uni/Research</i>  | Bashkir Institute of Social Technologies (branch of the Educational Institution of Trade Unions 'Academy of Labour and Social Relations' (BIST) | Commonwealth of Independent States | Europe, CIS, North America |
| Russian Federation<br><i>Uni/Research</i>  | St Petersburg State University of Information Technologies, Mechanics and Optics (ITMO/TMC)   | Commonwealth of Independent States | Europe, CIS, North America |





# Network Journey at a Glance (2012-2015)

**3<sup>rd</sup> International Congress**  
China, May 2012

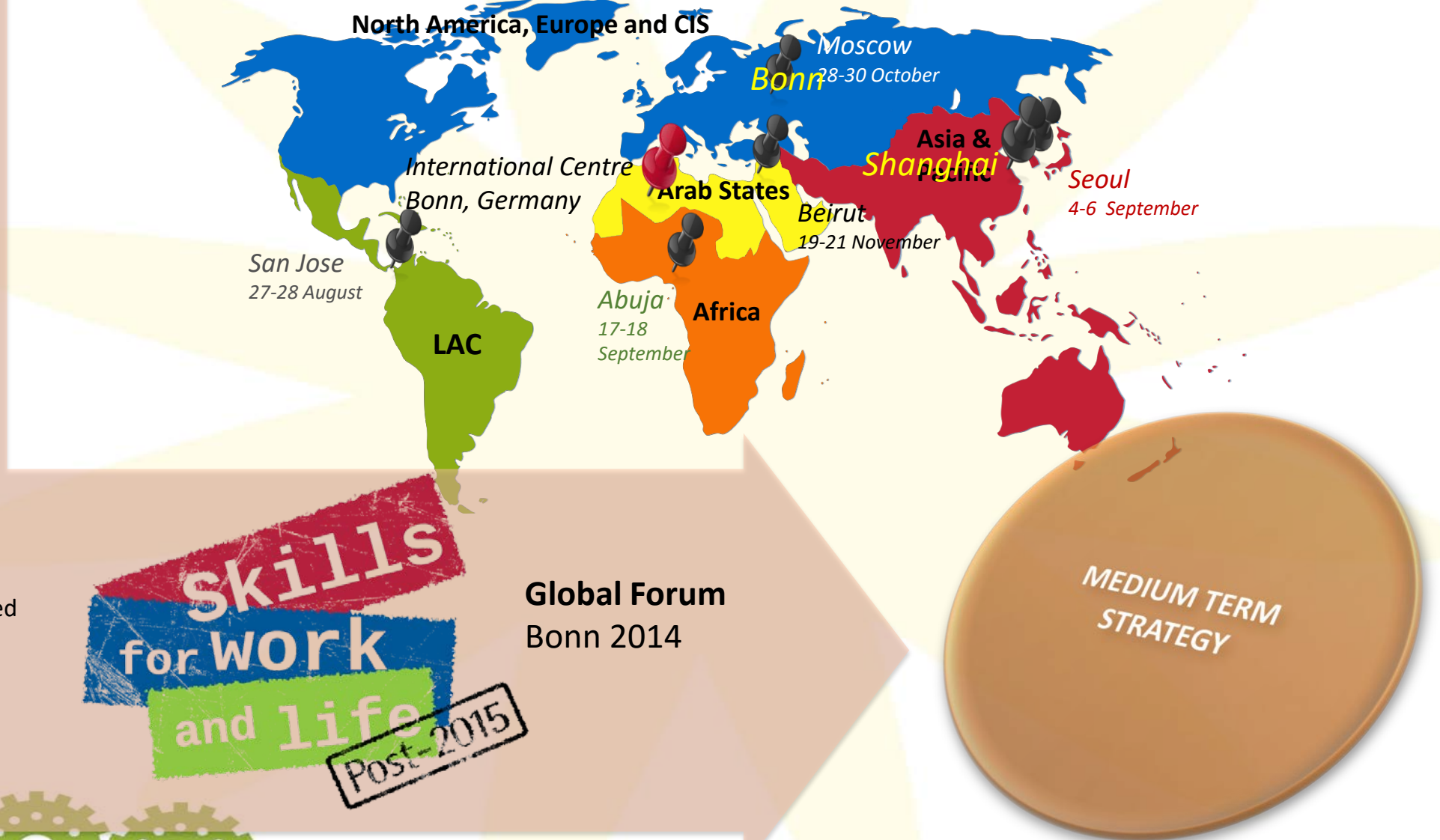
**Forum on the Role of the UNEVOC Network in Transforming TVET**  
14-16 November 2012

- Network strategy adopted
- Thematic priorities identified

**5 Regional Forums**  
(Youth & Skills and Greening TVET)

August to November 2013

- Promising Practices shared
- 5 reports produced





# Strategic Plan: Three areas of Support

## Institutional & professional capacity building

UNEVOC Centres submit 2-year work plans to UNEVOC

Leadership training program

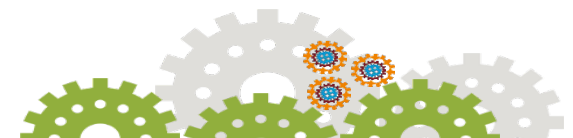
Capacity-building programmes (Greening TVET Guide, Guidebook for ICT integration for TVET Teachers)

## Knowledge development and production

Promising practices, collaborative research

## Knowledge management (KM) and sharing

Sharing of publications and practices, TVeT Forum, Conferences



# Major Thematic Priorities

- **Youth & Skills**
  - Quality & Image of TVET
  - Employable Skills and Entrepreneurial learning
  - Lifelong learning (S2W, W2S, RPL, Non Formal)
- **TVET for Sustainable Development**
  - Whole institutional transformation through Greening TVET
  - Green skills strategies
  - Inter-Agency Working Group cooperation on Greening TVET & Skills
- **ICTs in TVET**
  - Pedagogy & Technology Integration
  - OER, blended and mobile learning

**Cross cutting themes: Gender and Teachers' Development**



# UNEVOC Network Manual of Operating Procedures



## Содержание

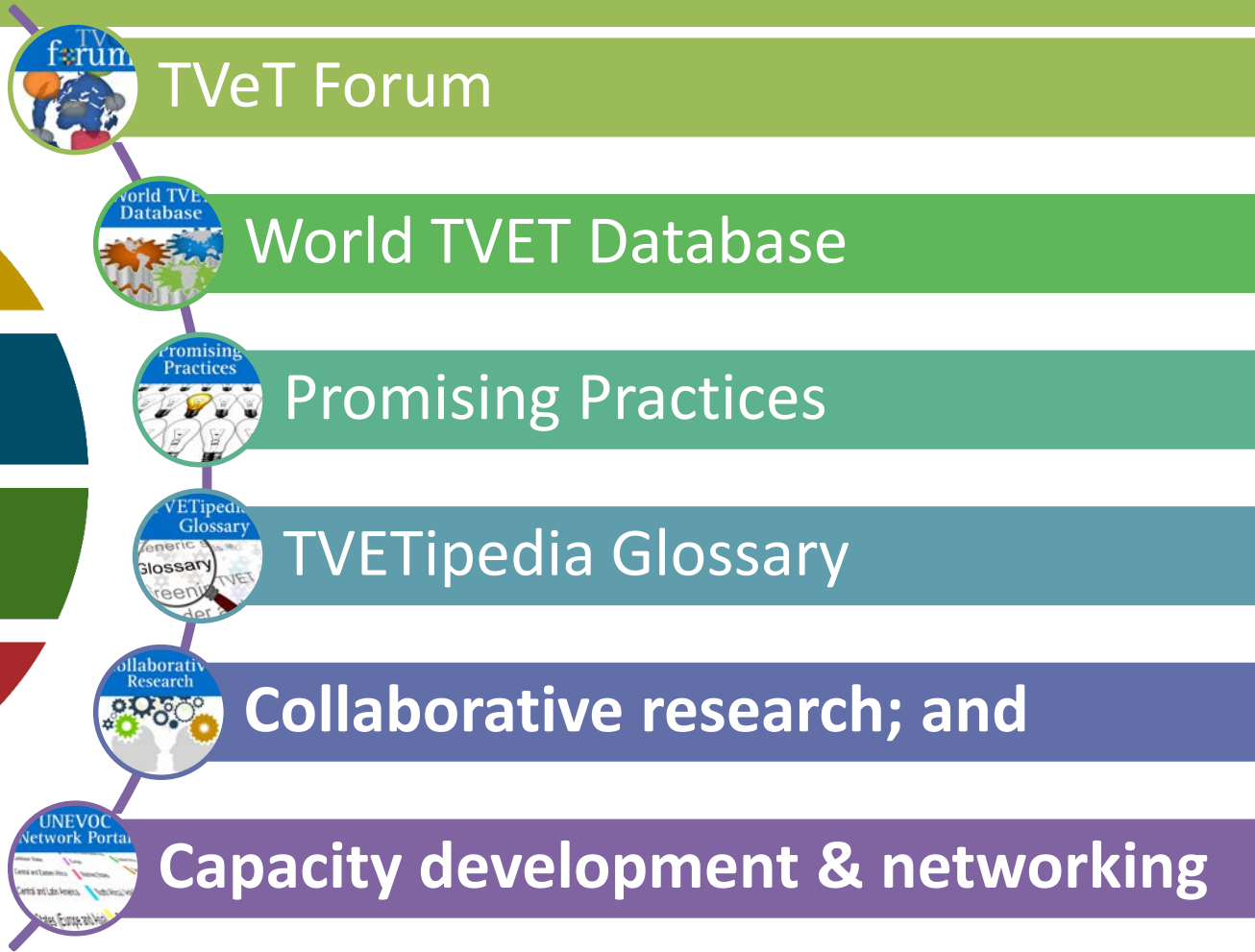
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Сеть ЮНЕВОК Руководство по организации деятельности 3

Available [in all UN languages](#)



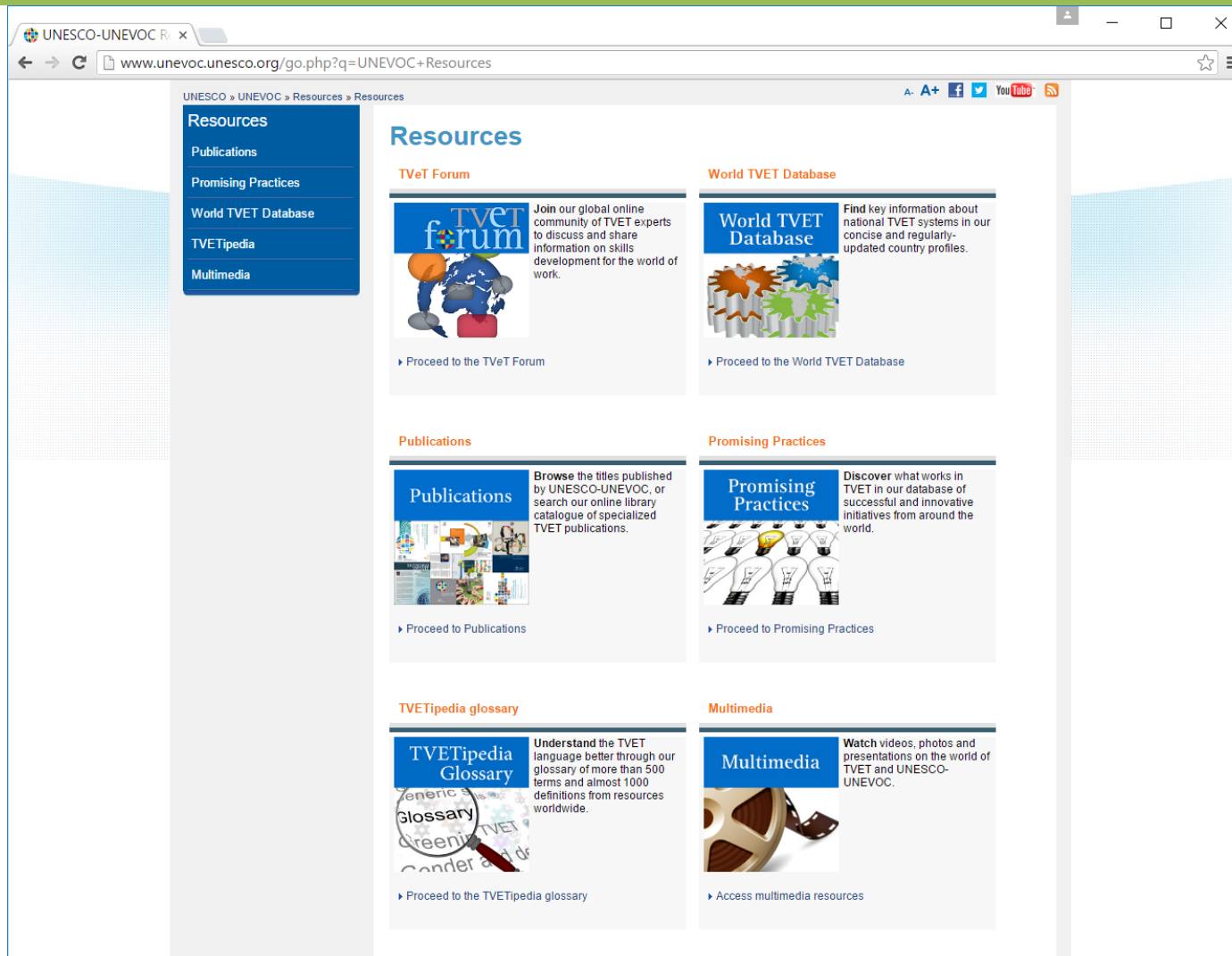
# Community of good practices



**Over 4000  
TVET-forum  
members  
from 183 MS**



# UNEVOC Online Services



The screenshot shows the UNESCO-UNEVOC Resources page. The browser address bar displays [www.unevoc.unesco.org/go.php?q=UNEVOC+Resources](http://www.unevoc.unesco.org/go.php?q=UNEVOC+Resources). The page features a navigation menu on the left with the following items: Resources, Publications, Promising Practices, World TVET Database, TVETpedia, and Multimedia. The main content area is titled "Resources" and contains six service tiles arranged in a 3x2 grid:

- TVeT Forum**: Join our global online community of TVET experts to discuss and share information on skills development for the world of work. [Proceed to the TVeT Forum](#)
- World TVET Database**: Find key information about national TVET systems in our concise and regularly-updated country profiles. [Proceed to the World TVET Database](#)
- Publications**: Browse the titles published by UNESCO-UNEVOC, or search our online library catalogue of specialized TVET publications. [Proceed to Publications](#)
- Promising Practices**: Discover what works in TVET in our database of successful and innovative initiatives from around the world. [Proceed to Promising Practices](#)
- TVETpedia glossary**: Understand the TVET language better through our glossary of more than 500 terms and almost 1000 definitions from resources worldwide. [Proceed to the TVETpedia glossary](#)
- Multimedia**: Watch videos, photos and presentations on the world of TVET and UNESCO-UNEVOC. [Access multimedia resources](#)



# TVETipedia Glossary

UNESCO-UNEVOC T x

www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z

## Resources

- Publications
- Promising Practices
- World TVET Database
- TVETipedia**
  - About
  - TVET glossary A-Z
  - Further reading on key terms
  - Contact
- Multimedia

## TVETipedia Glossary

Search Glossary

The TVETipedia glossary is a collection of terms that are commonly used in the area of Technical and Vocational Education and Training. This glossary provides definitions and background information from various trustworthy sources. Terms in bold have the greatest amount of TVETipedia resources. Symbols signify related articles and TVeT Forum discussions.

**A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z**

|                             |   |  |
|-----------------------------|---|--|
| Academic drift              | Accelerated learning programme                      | Accelerated training                               |
| Acceleration                | Access and equity                                   | Access course                                      |
| Access programme            | <b>Access to education and training</b>             | Accountability                                     |
| <b>Accreditation</b>        | Accreditation of an education or training programme | Accreditation of an education or training provider |
| Accredited learning         | Achievement   | Action learning                                    |
| Active labour-market policy | Active labour-market programme                      | Active learning                                    |
| Admission criteria          | <b>Adult</b>  | Adult and community education                      |
| Adult basic education       | <b>Adult education</b>                              | Adult education and training                       |
| Adult learner               | Adult learning                                      | Adult literacy and numeracy                        |
| Alternance training         | Andragogy   | Apprentice   |
| Apprentice absorption rate  | Apprenticeable occupation                           | <b>Apprenticeship</b>                              |
| Apprenticeship agreement    | Apprenticeship contract                             | Approving authority                                |
| Articulation                | <b>Assessment</b>                                   | Assessment body                                    |
| Assessment criteria         | Assessment guidelines                               | Assessment materials                               |
| Assessment of competence    | Assessment of learning outcomes                     | Assessment plan                                    |
| Assessment tool             | Assessment validation                               | Assessor   |
| Asynchronous learning       | Attendance  | Attitude   |
| Attitudes to learning       | Attractiveness of vocational education and training | <b>Audit</b>                                       |
| Audit plan                  | Audit report  | Auditee  |
| Auditors                    | Awarding body                                       |  |

**A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z**



# TVETipedia – List of glossaries

## Global

COL 2015, Global

ILO 2006, Global

OECD 2009

OECD 2010

UNESCO 1984, Global

UNESCO IBE 2013, Global

[UNESCO IIEP/IBE:PEIC 2015, Global](#)

UNESCO UIS 2013, Global

UNEVOC/NCVER 2009, Global

Wahba 2013, Global

## Regional

CEDEFOP 2008, Europe

CEDEFOP 2011, Europe

CEDEFOP 2014, Europe

EU commission (Eurostat) 2016, Europe

EU commission (NRDC) 2011, Europe

EU commission (Skills panorama) 2015, Europe

EU Commission AL 2010, Europe

EU Commission LLP 2007-2013, Europe

GIZ 2009, Arab states

SADC 2011, Southern Africa

## National

Berufsbildung 2016, Germany

BIBB 2016, Germany

DOE Virginia 2014, Virginia (USA)

INA 2012, Costa Rica

INET, Argentina

Ministry of Labour 2005, Jordan

NCVER 2013, Australia

SAQA 2013, South Africa

TESDA 2010, Philippines





# TVETipedia example “TVET”

World TVET Database

## TVETipedia

- About
- TVET glossary A-Z
- Further reading on key terms
- Contact

Multimedia

## Technical and vocational education and training (TVET)

Parent terms: Technical and vocational education, Vocational education and training

6 definitions, 5 child terms

- ‘Technical and vocational education and training’ (TVET) is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET.

Source: UNESCO (GC) 2015, UN


- (TVE)A comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational education is further understood to be:


(a) an integral part of general education;

### Go further

 Related terms

Technical and vocational skills development

 What is TVET ?

 Related TVeT Forum discussions

Focus on Learning or Training in TVET?

[TVET strategy] Topic 3: The Main Elements of the Strategy...

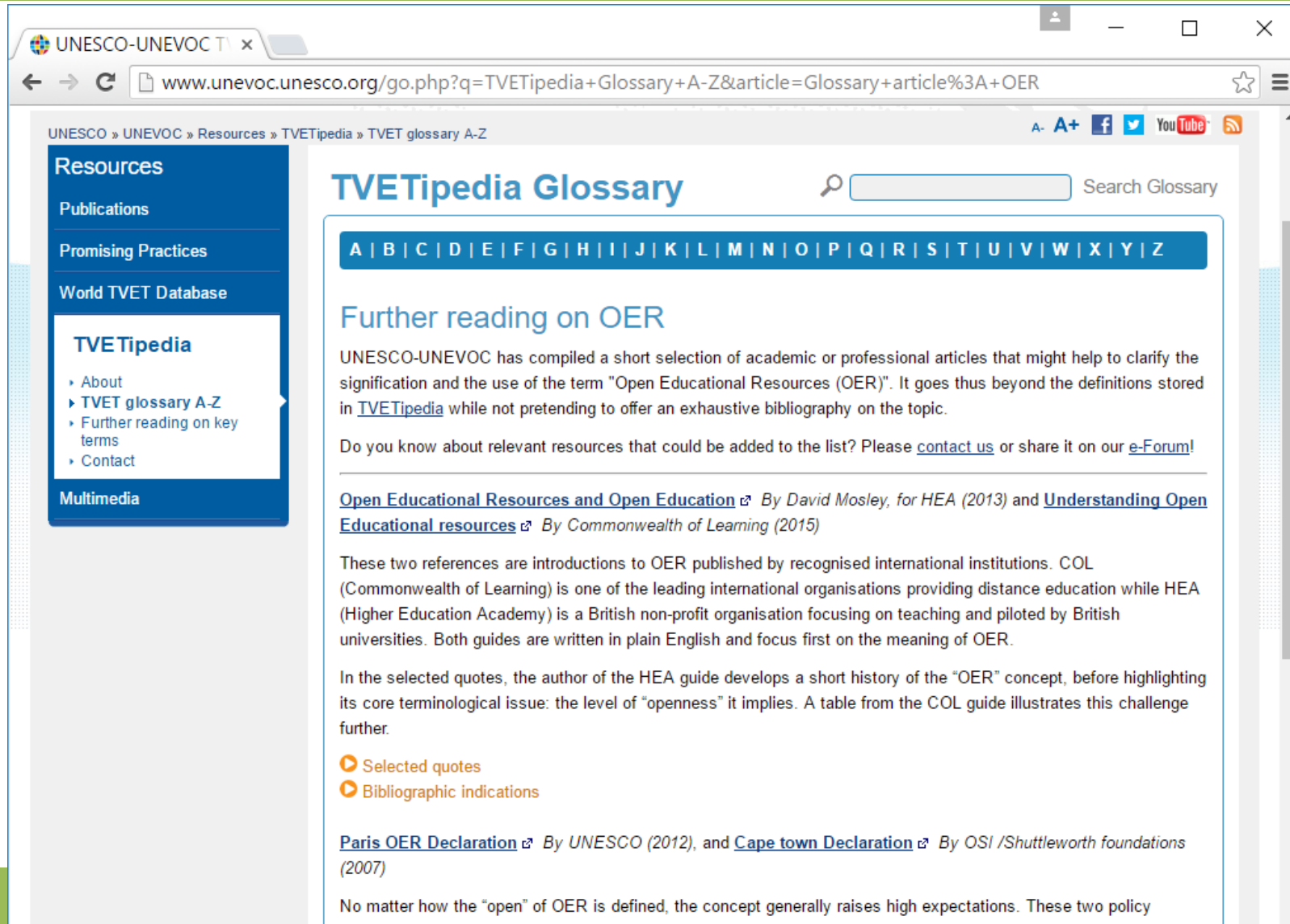
Definitions of Higher Education & TVET

Definitions TVET & CTE

 Questions / Feedback



# TVETipedia “Further Reading” articles



The screenshot shows a web browser window with the URL [www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&article=Glossary+article%3A+OER](http://www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&article=Glossary+article%3A+OER). The page title is "TVETipedia Glossary" and the breadcrumb trail is "UNESCO » UNEVOC » Resources » TVETipedia » TVET glossary A-Z".

**Resources**

- Publications
- Promising Practices
- World TVET Database
- TVETipedia**
  - About
  - TVET glossary A-Z
  - Further reading on key terms
  - Contact
- Multimedia

**TVETipedia Glossary** Search Glossary

**A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z**

## Further reading on OER

UNESCO-UNEVOC has compiled a short selection of academic or professional articles that might help to clarify the signification and the use of the term "Open Educational Resources (OER)". It goes thus beyond the definitions stored in [TVETipedia](#) while not pretending to offer an exhaustive bibliography on the topic.

Do you know about relevant resources that could be added to the list? Please [contact us](#) or share it on our [e-Forum!](#)

---

[Open Educational Resources and Open Education](#) *By David Mosley, for HEA (2013)* and [Understanding Open Educational resources](#) *By Commonwealth of Learning (2015)*

These two references are introductions to OER published by recognised international institutions. COL (Commonwealth of Learning) is one of the leading international organisations providing distance education while HEA (Higher Education Academy) is a British non-profit organisation focusing on teaching and piloted by British universities. Both guides are written in plain English and focus first on the meaning of OER.

In the selected quotes, the author of the HEA guide develops a short history of the "OER" concept, before highlighting its core terminological issue: the level of "openness" it implies. A table from the COL guide illustrates this challenge further.

- Selected quotes
- Bibliographic indications

[Paris OER Declaration](#) *By UNESCO (2012)*, and [Cape town Declaration](#) *By OSI /Shuttleworth foundations (2007)*

No matter how the "open" of OER is defined, the concept generally raises high expectations. These two policy



# UNEVOC Publications and Online Library

## Resources

### Publications

- ▶ UNEVOC
- ▶ Bulletin
- ▶ Online library

### Promising Practices

### World TVET Database

### TVETipedia

### Multimedia

Search:  [advanced search](#)

UNEVOC Publications

Online Library

## Guide for Practitioners of Vocational Training

How to reform vocational training to make it more effective for the local economy and the population

 [Download pdf](#)

*Language:* English

*Author/s:* Maria G. Baier-D'Orazio; Vital Banywesize Mukuza

*Abstract:* The Centre for Vocational and Skills Training (CAPA), in Bukavu in Kivu, in the eastern region of the Democratic Republic of the Congo, has existed for more than 30 years. Since the 1990s, CAPA has been engaged in a long process of reform and has transformed from a small, minimally effective training centre into a centre which trains and inserts a large number of young people. These experiences are described in the book "Guitars, bricks and sailors", published between 2008 and 2010 in three languages (German, French, English).

This guide, however, is directed rather at practitioners engaged in vocational training. With this guide, CAPA hopes to make its experiences available to other vocational training centres to assist managers and trainers in reforming training for the benefit of the trainees and the local economy.

*Publisher/s:* CAPA - Centre d'Apprentissage Professionnel et Artisanal

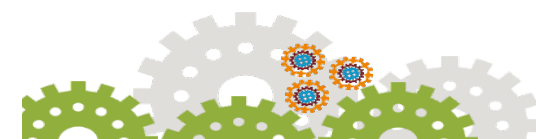
*Published:* 2016

Maria G. Baier-D'Orazio  
Vital Banywesize Mukuza Muhini

### Guide for Practitioners of Vocational Training



How to reform vocational training  
to make it more effective for the local economy and the population



# UNEVOC Online Library: Licence, Categories, Keywords

Promising Practices


World TVET Database

TVETipedia

Multimedia

## UNESCO-UNEVOC Online Library

### Unleashing the Potential. Transforming Technical and Vocational Education and Training

 Download pdf

*Language:* English

*Translation:* Português

*Author/s:* P.T.M. Marope, B. Chakroun and K.P. Holmes

*Abstract:* In view of steadily rising expectations on technical and vocational education and training (TVET) systems this book takes stock of contextual demands and recent policy trends from around the world. The book identifies an expanding disconnect between the external demands of economic growth, social equity and the sustainability of development and the skills being supplied. The authors ask, 'What would it take to unleash the potential of TVET systems?' In response an integrated analytical approach is proposed through which economic growth, social equity and sustainability perspectives can be strategically combined so as to address contemporary policy concerns such as youth unemployment, gender disparities and climate change. Policy-makers and other stakeholders may use this approach for the analysis and assessment of TVET systems, to identify appropriate strategies and key enablers for their transformation.

*Publisher/s:* UNESCO

*Published:* 2015 in Paris, France

*Pub. Type:* Book

*Pub. Format:* Print; PDF

*Licence:*  CC-BY

*ISBN online:* 978-92-3-100091-1

*Categories:* UNESCO Publication  
Nonformal Education  
Systems and Policies  
Vocational Guidance  
Youth

*Series:* Education on the Move

*Keywords:* social development; economic development; opportunities; policy; reform; strategy; systems; social inequality; ESD




# UNEVOC Online Library – Example “OER”

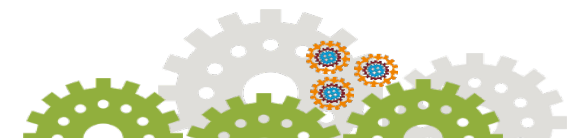
Search:   UNEVOC Publications **Online Library**

**UNESCO-UNEVOC Online Library**


Fulltext Search: oer

-  COL Technology-Enabled Learning Lounge (TELL) - Moodle Course Site  
ongoing, English
-  DOER - Directory of Open Educational Resources  
ongoing, English
-  Edutopia Open Educational Resources (OER): Resource Roundup  
ongoing, English
-  Jorum. UK repository for OER  
ongoing, English
-  OER Commons  
ongoing, English
-  Open Education Europa  
ongoing, English
-  Preparing Teachers for ICT Integration into Teaching and Learning. Commonwealth Certificate for Teacher ICT Integration (CCTI)  
ongoing, English
-  Teacher Training Materials for ICT in Education  
ongoing, English
-  Open Educational Resources - Resources on the use, re-use and re-purpose of OER  
2015 (ongoing), English
-  Facing Trajectories from School to Work  
2015, English, 394 pages

Not only publications,  
but also online resources



# UNEVOC online publications - languages

Search:   [advanced search](#) UNEVOC Publications Online Library

## UNESCO-UNEVOC Online Library

-  **UNEVOC**  
Сеть ЮНЕВОК Руководство по порядку действий  
2015, Русский, 50 pages 
-  **UNEVOC**  
UNESCO-UNEVOC и его Глобальная сеть  
2013, Русский, 6 pages 
-  **UNEVOC**  
UNESCO-UNEVOC Публикации и онлайн-сервисы  
2013, Русский, 6 pages 
-  **UNEVOC**  
Карманный справочник по UNESCO-UNEVOC  
2013, Русский, 10 pages 
-  **UNEVOC**  
Международный центр UNESCO-UNEVOC вкратце  
2013, Русский, 22 pages 
-  **ОБЩИЙ ДОКЛАД: Третий Международный конгресс по техническому**  
2012, Русский, 5 pages 
-  **ОУР + ТПОП: Развитие навыков в интересах устойчивого развития**  
2012, Русский, 8 pages 
-  **UNEVOC**  
Преобразование ТПО – от идеи к действию  
2012, Русский, 149 pages 
-  **Продвижение использования информационных и коммуникационных технологий в техническом и профессиональном образовании и обучении в странах СНГ**  
2012, Русский, 127 pages 
-  **СПЕЦИАЛЬНЫЙ ОТЧЕТ о проведенных мероприятиях в рамках совместного проекта МФГС / ИИТО ЮНЕСКО «Продвижение использования ИКТ в ПТО в странах СНГ»**  
2012, Русский, 22 pages 

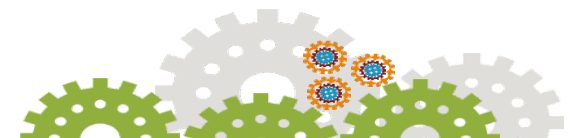
Not only English publications



# Promising Practices in TVET

Selection and validation by TVET experts on the basis of six main criteria:

- Impact
- Innovation and creativity
- Knowledge base
- Stakeholder engagement
- Monitoring and evaluation
- Efficiency



# Promising practices: submissions welcome!

## TVET PROMISING PRACTICE – SUBMISSION FORM

Please submit this form to the UNESCO-UNEVOC International Centre  
by sending it to [unevoc@unesco.org](mailto:unevoc@unesco.org)

|   |  |
|---|--|
| <b>Title of the initiative</b>  |  |
|   |  |
| <b>Contact</b>  |  |
| Name(s):  |  |
| Organisation:   |  |
| Address:  |  |
| Email:  |  |
| Telephone:  |  |
| Website:  |  |
| <b>Short summary of the initiative (max 300 words)</b>  |  |
| Please provide a concrete description of the initiative (background, context, lifecycle of the initiative, activities implemented). |  |
|   |  |
| <b>Objective(s) of and justifications for the initiative</b>  |  |
| What are the main aims of the initiative? Why is it significant in the area of TVET?  |  |
|   |  |
| <b>Target group(s)</b>  |  |
|   |  |
| <b>Impacts, Outcomes</b>  |  |





# Promising practices list

## Resources

### Publications

#### Promising Practices

- ▶ About this project
- ▶ Conceptual framework
- ▶ List of promising practices
- ▶ Submit a practice

### World TVET Database

### TVETipedia

### Multimedia

## Promising Practices in TVET

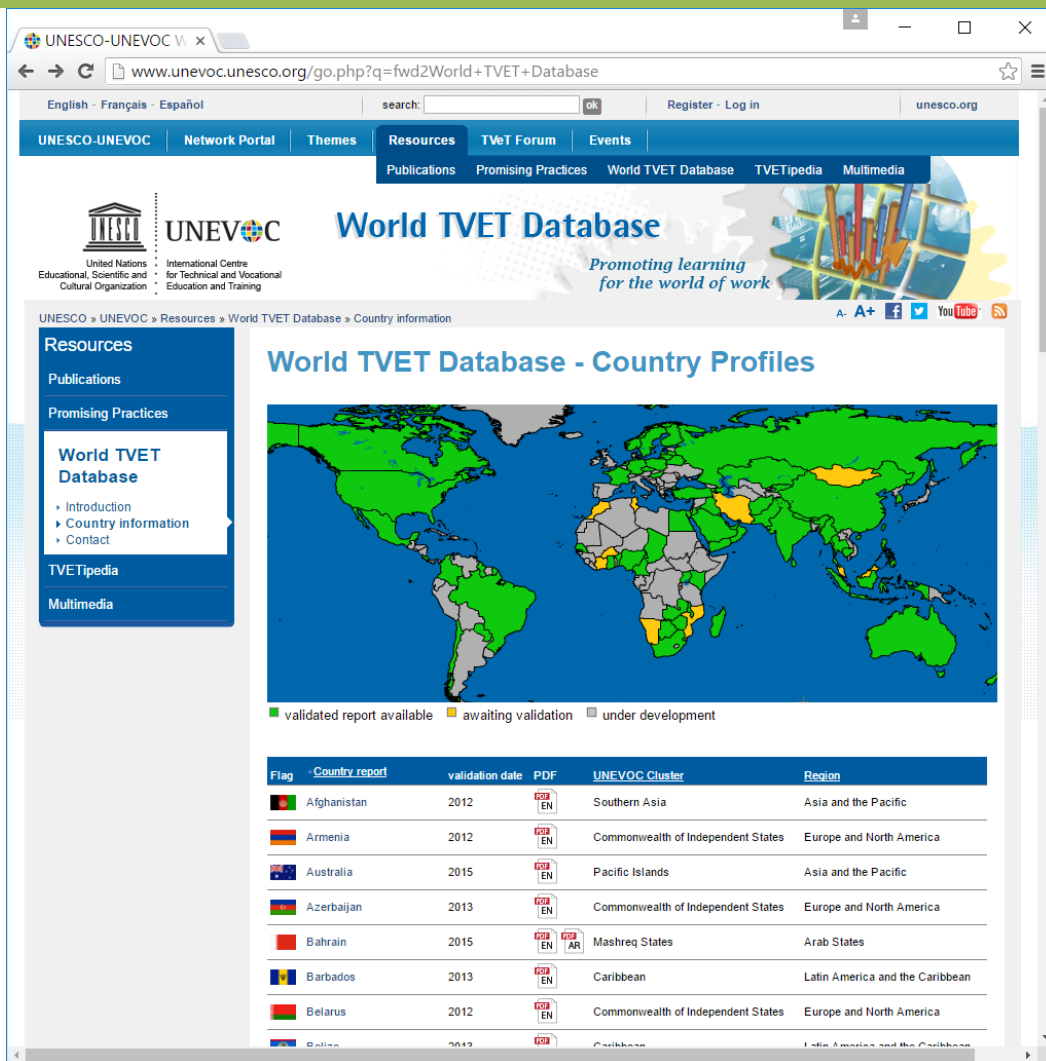
UNESCO, together with other international organizations, has an important role to play in identifying and disseminating the knowledge and evidence necessary to formulate and implement relevant and effective TVET policies.

Following requests by Member States, UNESCO-UNEVOC has initiated efforts to identify and gather evidence of promising TVET practices for global dialogue and use. This database presents a set of initiatives from around the world that have been identified and selected by a team of experts as being particularly 'promising' for TVET in their context.

| Title of initiative   |
|---|
| Agro ecological Schools of High Mountain, Colombia  |
| Bangladesh - Korea ICT Training Center for Education (BKITCE)   |
| Chile Joven, Job Training Programmes in Latin America   |
| Entrepreneurship Education as a Tool to Support Self-Employment, Kenya                                  |
| Entrepreneurship Education, Oman  |
| JAMBA - Young Single Mothers in Vocational Training, Germany  |
| Large Scale Dissemination of Basic Skills to Use ICT (eInclusion), Romania                              |
| Making Modern Poultry Markets Work for the Poor (SAGP03), India   |
| New Opportunities Initiative, Portugal  |
| Sustaining the Financing of Training Through Continuous Improvement of the Levi-Grant System, Mauritius |
| Technology and Civic Engagement Schools in Urban Slums and Low-Income Communities, Latin America        |
| TEVET Graduate Empowerment Toolkit Scheme, Zambia   |



# World TVET Database –TVET Country profiles



The screenshot displays the UNESCO-UNEVOC website interface. The main heading is "World TVET Database" with the tagline "Promoting learning for the world of work". A navigation menu includes "Resources", "TVeT Forum", and "Events". Below the menu, there are links for "Publications", "Promising Practices", "World TVET Database", "TVETipedia", and "Multimedia". The page content is titled "World TVET Database - Country Profiles" and features a world map where countries are color-coded: green for validated reports, yellow for reports awaiting validation, and grey for reports under development. A table below the map lists country profiles with columns for Flag, Country report, validation date, PDF, UNEVOC Cluster, and Region.

| Flag | Country report | validation date | PDF | UNEVOC Cluster                     | Region                          |
|------|----------------|-----------------|-----|------------------------------------|---------------------------------|
|      | Afghanistan    | 2012            |     | Southern Asia                      | Asia and the Pacific            |
|      | Armenia        | 2012            |     | Commonwealth of Independent States | Europe and North America        |
|      | Australia      | 2015            |     | Pacific Islands                    | Asia and the Pacific            |
|      | Azerbaijan     | 2013            |     | Commonwealth of Independent States | Europe and North America        |
|      | Bahrain        | 2015            |     | Mashreq States                     | Arab States                     |
|      | Barbados       | 2013            |     | Caribbean                          | Latin America and the Caribbean |
|      | Belarus        | 2012            |     | Commonwealth of Independent States | Europe and North America        |
|      | Belgium        | 2012            |     | Caribbean                          | Latin America and the Caribbean |

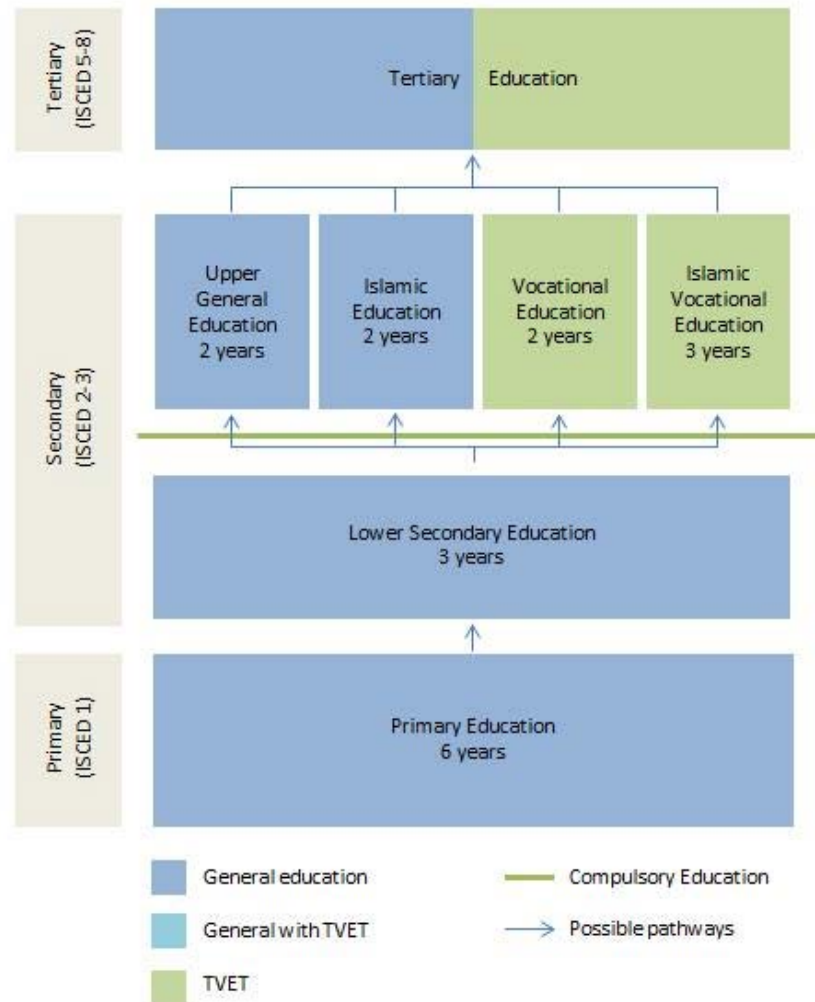
Data compiled through desk research;  
validated by UNEVOC Centres



# World TVET Database - Example

Resources

- Publications
- Promising Practices
- World TVET Database**
  - Introduction
  - Country information
  - Contact
- TVETipedia
- Multimedia



1. TVET mission
2. System
3. Governance and financing
4. TVET teachers and trainers
5. Qualifications
6. Projects
7. Statistical information
8. Links
9. References



# TVeT Forum – subscription options

UNESCO-UNEVOC TVeT Forum digest - 27 June 2016 - Google Chrome

<https://mail.unesco.org/owa/?ae=Item&a=Open&t=IPM.Note&id=RgAAAAABga3x%2bzfWEYImAAjHHnkPI>

Reply Reply All Forward

## UNESCO-UNEVOC TVeT Forum digest - 27 June 2016

Maiser@unevoc.unesco.org on behalf of UNESCO-UNEVOC TVeT Foru...

To: UNEVOC TVeT Forum

27 June 2016 08:53

A total of 2 messages have been submitted in 2 threads. Use the links to read messages online and interact.

**World Youth Skills Day 2016**  
#3 UNESCO-UNEVOC International Centre from Germany: Dear TVeT Forum members, With World Youth Skills Day 2016 fast approaching, we wanted to inform you how one UNEVOC Centre is celebrating the day. The Yaba College of Technology in Nigeria is organizing a number of lectures, an exhibition, skills competition and panel sessions around the topic of ...  
[www.unevoc.unesco.org/go.php?q=e-Forum+-+Message+Board&thread=3412#3](http://www.unevoc.unesco.org/go.php?q=e-Forum+-+Message+Board&thread=3412#3)

**Promoting and developing TVET in extreme situations**  
#1 Wouter de Regt from Germany: Dear TVeT Forum colleagues, It has been a while since the last post and I hope that this message finds you all well. I was reading a norrag article on the role of TVET in preventing violent extremism (and developing TVET in extreme situations in general), and it reminded me of a virtual conferenc...  
[www.unevoc.unesco.org/go.php?q=e-Forum+-+Message+Board&thread=3426#1](http://www.unevoc.unesco.org/go.php?q=e-Forum+-+Message+Board&thread=3426#1)

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You are receiving the UNEVOC TVeT Forum digest because you once signed up to the service. To read full messages and reply to them use the [UNESCO-UNEVOC TVeT Forum](#) online discussion board.

You can cancel the service or change your subscription options anytime:

With a UNEVOC account, you will be able to participate in the UNEVOC TVeT Forum. You can optionally sign up to receive TVeT Forum contributions via email. And you can subscribe to our newsletter, the UNEVOC Bulletin.

The TVeT Forum is a discussion board for TVET experts.



# UNEVOC TVeT Forum

UNESCO » UNEVOC » TVeT Forum » Discussion board » Ongoing discussions

A- A+ f t YouTube

## TVeT Forum

About

**Discussion board**

▶ Ongoing discussions

Virtual conferences

Manage profile

Log out

### TVeT Forum Messages

Search TVeT Forum:  🔍

translate: ▶ Français ▶ Español ▶ Русский ▶ العربية ▶ 中文

| UNEVOC Network Forum  | replies |
|---|---------|
| UNEVOC Regional Workshop Southern Africa?<br>Posted: 16 June by Matthews P...                                   |         |
| World Youth Skills Day 15 July<br>Posted: 23 May by UNESCO-UNE...   |         |
| UNEVOC Network News AFRICA<br>Posted: 05 April by Max Ehlers...   Last reply: 20 June                           | 3       |
| Virtual Conference  | replies |
| + view messages   |         |
| General discussions <span>new ✎</span>  | replies |
| Pan African Awards For Entrepreneurship in Education 2016<br>Posted: 28 June by Nick Monro...                   |         |
| TVET advocacy in Nigeria: The way forward<br>Posted: 18 May by Peter Bene...   Last reply: 27 June              | 26      |
| 🔥 Promoting and developing TVET in extreme situations<br>Posted: 25 June by Wouter de ...   Last reply: 27 June | 4       |

More than 4,000 TVET Experts (Policy makers, Teachers & Trainers, Development workers, International Organizations staff, ...) from all over the world

**Everybody can join!**

- Discussion of concepts
- Announcements
- Calls for Proposals
- Requests for information and resources



# TVeT Forum discussion example


**David Callaby Florida**

Malta



Member since 2015-10-07

3 Postings


 UNEVOC Centre #317

**Re: Duration of TVET teacher training programmes**

#23

Sent: **2016-05-26** | 10:28

Prof Hogarty I truly conform to your reply about teaching students how to learn. I also would like to add that a deficiency in some bureaucratic systems does not always encourage students to think too, therefore, teaching them how to think is also a way to educating students.

reply 


Thank you **0**


**danome**

Mauritius



Member since 2016-04-25

7 Postings 

 UNEVOC Centre #306

**Re: Duration of TVET teacher training programmes**

#24

Sent: **2016-05-26** | 16:32

Prof.Dr.Joseph,

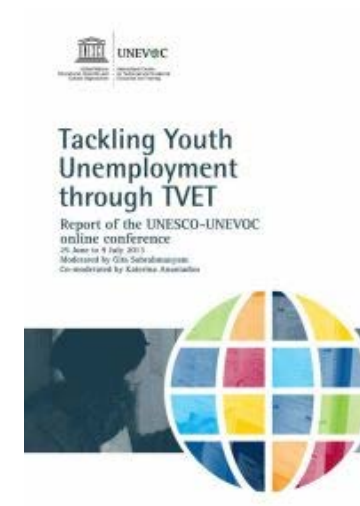
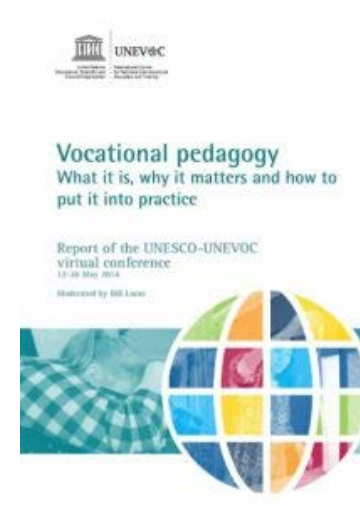
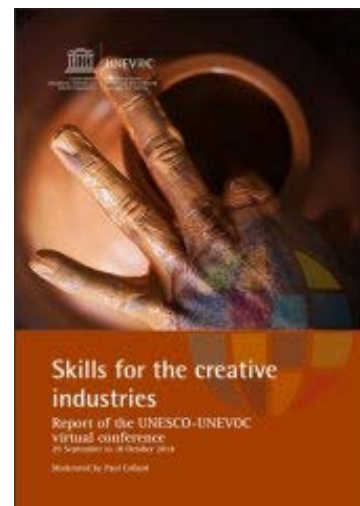
I agree to what you have said about partnership between stakeholders: industries and TVET for employment because I also share this opinion but I wish to add that incentives should come from the Ministry of Labour and involvement of policy makers to reinforce this agreement- for instance, a memorandum of understanding.

Danome



# TVeT Forum – Virtual Conferences

- Same platform, but driven by moderator
- Background paper
- Structured discussion with summaries
- Final report



# Virtual Conference Return on Investment

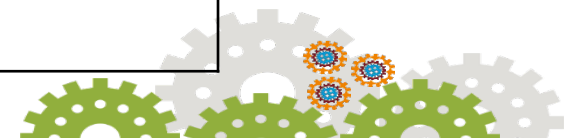
| Virtual Conference  | replies |
|---|---------|
| <a href="#">[ROI] Topic One: Information on ROI</a><br>Posted: 08 May by Phil Loved...   Last reply: 05 June  | 40      |
| <a href="#">[ROI] Summary of Outcomes of the Virtual Conference</a><br>Posted: 16 May by Phil Loved...   Last reply: 18 May                           | 7       |
| <a href="#">[ROI] Special Topic: What should a suitable ROI framework look like?</a><br>Posted: 13 May by Phil Loved...   Last reply: 16 May          | 7       |
| <a href="#">[ROI] Topic Three: What are the challenges in comparing ROI across countries?</a><br>Posted: 11 May by Phil Loved...   Last reply: 16 May | 30      |
| <a href="#">[ROI] Topic Four: What data sources are available to measure ROI?</a><br>Posted: 12 May by Phil Loved...   Last reply: 15 May             | 21      |
| <a href="#">[ROI] Topic Two: What types of ROI are most relevant?</a><br>Posted: 10 May by Phil Loved...   Last reply: 12 May                         | 25      |
| <a href="#">[ROI] Welcome to the virtual conference</a><br>Posted: 06 May by Phil Loved...   Last reply: 10 May                                       | 13      |
| <a href="#">[ROI] upcoming: UNEVOC Virtual Conference on Return on Investment in TVET</a><br>Posted: 20 April by UNESCO-UNE...   Last reply: 09 May   | 6       |





# Virtual Conferences & Participations

| TITLE  | PARTICIPATION      |
|--|--------------------|
| <b>Revised Recommendation on TVET</b><br><i>March 2014</i>       | 199 (68 countries) |
| <b>Vocational Pedagogy</b><br><i>November 2014</i>               | 197 (65)           |
| <b>WBL &amp; Apprenticeships</b><br><i>June 2015</i>             | 225 (70)           |
| <b>Measuring Return on Investment in TVET</b><br><i>May 2016</i> | 237 (64)           |





***“Networking and partnership  
are the new strategic  
resources in post 2015 era”***

**thank you!**

