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INTERNATIONAL CENTRE
for Technical and Vocational
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UNESCO-UNEVOC Bulletin

> Editorial <

15th IVETA International Conference on "Vocational Education and Training in the Context of Lifelong Learning"



More than 140 TVET professionals from over 30 countries came together in Moscow, Russia, 21-24 August 2006 for the 15th International Vocational Education and Training Association (IVETA) Conference on "VET in the Context of Lifelong Learning". The experts identified and discussed current problems, developments and concepts in TVET as part of lifelong learning, with a particular focus on qualifications frameworks, quality assurance, technology, adult learning and social aspects of workforce education.

The conference was an opportunity for TVET professionals to network with colleagues, share their experiences and identify common trends and necessary steps forward. The most important issues for many countries are financing and governance of TVET, diversification of TVET providers, and standards-driven and competency-based approaches. Quality assurance in TVET was also discussed.

Two roundtable sessions that focussed on specific topics in TVET took place during the conference.

The first roundtable, organised and chaired by the Director of the UNESCO-UNEVOC International Centre in Bonn, was on "Challenges and Solutions for TVET Development in the European Countries in Transition". It was a mapping exercise aimed at identifying the level of TVET development in specific countries and defining priorities to aid the further advancement of TVET in each country. The roundtable also explored the extent to which patterns are similar or different across the region. Speakers from Croatia, Lithuania, Montenegro and Romania presented case studies. The roundtable contributed to the development of knowledge about the role of TVET in preparing people for employment and citizenship and in rebuilding communities and the economies of countries in transition.

The second roundtable dealt with "Professionalisation of TVET Teachers/Trainers – An Issue for International Cooperation?". It was organised by the United TVET Network on Innovation and Professional Development (UNIP) in collaboration with the UNESCO-UNEVOC International Centre, Bonn. Improving the quality of training programmes for TVET teachers/trainers is an important focus of UNESCO-UNEVOC. It is a key component in raising the quality and status of TVET, and the Centre works with UNIP and other partners to promote the adoption of a Master's degree programme for TVET educators.

The purpose of the roundtable was to facilitate discussions on the international and regional implementation of such Master's degrees, as well as to support worldwide exchange of information on such processes. Some of UNESCO-UNEVOC's partners are also proposing the introduction of a doctoral degree programme for TVET educators.

The conference was organised by IVETA in partnership with UNESCO-UNEVOC, the Centre for VET Studies, the Union of VET Principals and the Ministry of Education and Science, Russian Federation.

More information:

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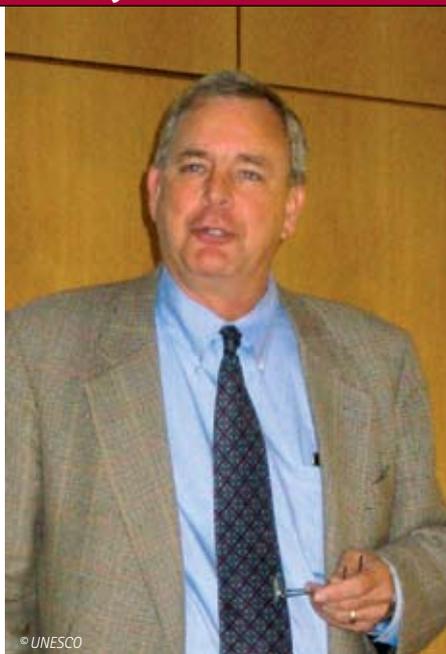
Imagine if you wanted to build your dream house. You could hire the most famous architect in the world to draw up complex plans. But the house would remain a paper fantasy without the hard work of specialized craftspeople – painters, plumbers, electricians and carpenters. These people – each bringing his or her special expertise – would have to work closely together to make your dream a reality.

Education for All (EFA) should not remain an unrealized architectural fantasy. Nor can we afford to build it as a house of cards. It is an ambitious plan to provide learning opportunities to every man, woman and child throughout the world by the year 2015. But it is a plan that we will turn into reality only if we can effectively harness together the necessary political will and efficiently make use of the existing skills that are already present in the international community.

In 2000, five multi-lateral agencies and over 160 countries came to the World Education Forum in Dakar, Senegal, to draw up plans for the most ambitious educational promise ever made. EFA is based on the fundamental premise that education is central to the promotion of human rights, social equality, democracy and economic growth in each and every country. The building blocks of EFA are six goals that are central to the pursuit of sustainable human development: early learning, universal primary education, life skills, literacy, girls' education, and quality education.

We have already made significant progress in building a learning world. There is more awareness than ever among governments as to the central role that education plays in development and a much greater willingness to invest in this sector. Sharp increases in school enrolment in sub-Saharan Africa and South Asia – to the tune of 20 million additional students per continent – have occurred in the past five years, and 47 countries worldwide have already achieved universal primary education.

But our edifice is not complete. Many external factors, including civil conflict, natural disasters, HIV/AIDS and high fertility rates impede progress towards EFA. We have already missed the first EFA target – gender parity by 2005 – and many



Peter Smith, Assistant Director-General for Education, UNESCO

countries remain off-track for reaching the rest of the goals by 2015. As the most recent EFA Global Monitoring Report demonstrates, over 100 million children are not in school. Sixty-seven countries are at risk of missing the goal of universal primary education by 2015. And over 771 million adults – two thirds of them women – do not have the basic literacy skills to survive in today's world.

For the EFA movement to advance, the international community, donors and national governments need to make concerted efforts both to increase funding for education and institutionalize the policy reforms needed for quality education systems to thrive.

But this is not enough. We face a situation in which using the same techniques is not going to be sufficient for the challenges that we face. If we are to reach EFA by 2015, we must radically change our plan of action and pick up the pace of our construction schedule. The first step is to clearly map the role of each EFA partner – to build on each institution's competitive advantage, avoid duplication of efforts and identify gaps that need to be filled.

Last year, UNESCO's Executive Board asked the Director-General to "intensify consultations and high-level dialogue with key international stakeholders, particularly the World Bank, UNICEF, and UNFPA, to agree on the specific roles, responsibilities and contributions of each stakeholder for the period 2005-2015 in achieving the EFA Goals." By improving coordination at the international level, we will

achieve more effective and targeted action on the ground at the country level.

To do this, UNESCO is coordinating a consultative process aimed at developing a Global Action Plan to achieve the EFA goals. This plan is aimed at greater harmonization and alignment in the approaches of multi-lateral organizations towards EFA. Five key themes serve as the mortar for our project:

- » Mobilizing additional financial resources;
- » Ensuring the effective use of development aid for EFA;
- » Developing capacity at the country level;
- » Communicating the critical role of education in sustainable development; and
- » Strengthening mutual accountability through monitoring and transparency.

The key arena for EFA action is, of course, at the country level. If EFA is the overall blueprint, then each country must develop its own floor-plan according to its contextual needs including methods, approaches, timing, costing and allocation of resources. To develop these educational policies and plans, each country needs regular, focused and high quality support from the international community.

Since its creation in the aftermath of the Second World War, UNESCO has stood proud in its commitment to education and advocated for effective national educational strategies and plans. As the financial, economic and social aspects of sustainable development and educational strategies become increasingly intertwined, UNESCO must continue to act as an intellectual leader, an honest broker, and clearinghouse for ideas, propelling both countries and the international community in the right direction.

We are standing on a threshold, where our current actions will shape the world for centuries to come. In creating a sustainable future, countries cannot forget that the primary building block for change is learning. Frank Lloyd Wright once said, "Noble life demands a noble architecture for noble uses of noble men." With Education for All, we can construct the most ambitious and noblest work of architecture that humanity has ever seen. We cannot allow this opportunity slip from our fingers.

(This article was originally published in Embassy, 22 February, 2006)

Within its efforts to improve access to TVET and to help alleviate poverty through skills development, UNESCO-UNEVOC has developed the Campaign Package "Learning and Working: Motivating for Skills Development". The aim of the Package is to help facilitate the organisation and implementation of awareness and motivation campaigns for marginalised groups in least developed countries.

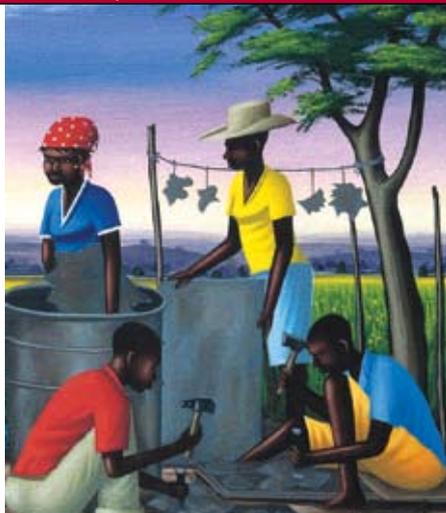
The idea behind this campaign is to offer a platform and produce an environment to motivate people living in adverse economic conditions to enrol in TVET courses and take up self-employment activities in order to improve their economic situation.

The backbone of the Campaign Package is a set of DVDs. In the course of the campaigns, these will be complemented by a series of documents that make it easy for those involved in the running of the campaigns to have an orientation when preparing to run the local campaigns and/or during the running of these campaigns.

The campaign package (DVDs and accompanying documents) is in itself not a tool for skills development, but rather an "eye opener" and "discussion starter". It is anticipated that targeted groups will be encouraged to engage in tasks similar to those shown in the DVDs. It is also hoped that by reading the accompanying documents, the facilitators of the Campaign will know how to advise and guide the motivated target groups.

The Campaign Package consists of the following components:

- » Campaign Package Overview – provides a general idea about the campaign package
- » Campaign Flyer – introduces the concept of the campaign
- » Information for Stakeholders – contains information on objectives, target groups, stakeholders and expected results



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- » Guide to being a Successful Facilitator – which will help facilitators to be successful in the campaign
- » Activity Check List – a reminder for the activities to be undertaken with those taking part in the running of the campaign
- » Videos "Learning and Working" – available on DVD with sound track in English, French, Portuguese and Creole
- » Booklets for each of the videos – with texts, illustrations and transcript of sound tracks (currently in English only)
- » CD-ROM – with digital copies of the documents listed above, to facilitate local reprinting.

Why run Motivation Campaigns?

Improving education for the world of work can help improve the income of poverty-stricken farmers, provide citizens with more choices in their lives, help alleviate poverty, and help empower individuals who would otherwise be marginalised.

The target group for the Motivation Campaigns are marginalised groups in least developed countries. These are groups that have had no access to regular formal schooling and who are also excluded from participating in economic and social life. Examples include:

- » Out-of-school and out-of-work youth
- » Rural and remote region populations
- » Women and girls
- » Ethnic and racial minorities
- » Demobilised soldiers

In many cases, members of these groups live on an income of less than US\$ 1 per day. These groups frequently constitute a large proportion of society, and it is important to attend to their needs. The socio-economic development of these groups will not only have positive repercussions for the target group, but for their respective countries as well.

What Follows?

Immediately following a Motivation Campaign, two kinds of activities are required:

1. Local Action

The primary goal is to motivate members of marginalised groups to become involved in vocational training and/or engage in income-generating activities that will contribute to sustainable living.

It is suggested that stakeholders and facilitators provide continued advice and counselling about the appropriate choices for learning. Members of the target groups may also prefer to engage in economic activities, and so counselling is also required with respect to appropriate economic activities, for example: What activities are marketable and profitable? Which activities are feasible? In addition, micro-credit systems might be a useful supplement.

2. Helping to Improve the Motivation Campaign Package

The current version of the Motivation Campaign Package is a pilot version. The UNESCO-UNEVOC International Centre will be grateful to receive all reports, comments and suggestions that might help to improve the package and to develop it further.

More information: Astrid Hollander, Programme Specialist, a.hollander@unevoc.unesco.org

UNEVOC Network Inception Seminars

The UNEVOC Network of TVET-related institutions is one of the UNESCO TVET strategies to provide assistance to Member States in developing countries to strengthen and improve TVET. Network Inception Seminars

are one of a number of tools that UNESCO-UNEVOC employs to provide services to vocational educators and vocational education leaders who work in Network member institutions (the UNEVOC Centres) and are UNEVOC Network managers. UNEVOC Centres are therefore focal points in the provision of these services. A central aspect to effective

cooperation is the capacity of the Network to engender collaborative learning and to build and share knowledge. The Inception Seminars are an attempt to increase this capacity of the UNEVOC Network throughout the world. They are organised and implemented by UNESCO-UNEVOC in partnership with a host institution, preferably a UNEVOC Centre.

Tools and Methods to Innovate Policy, Curricula and Management of TVET Programmes: a UNEVOC Inception Seminar

From 26-28 September 2006, TVET professionals from selected UNEVOC Centres from Eastern, North Eastern and Southern Africa joined together in Lilongwe, Malawi, to discuss the following:

- » Existing challenges in innovating policy, curriculum and management of TVET programmes;
- » Existing challenges of integrating emerging issues in the curriculum;
- » How to overcome such challenges through the effective utilization of the UNEVOC Network;
- » Experiences with innovation of TVET programmes; and
- » Best practices and innovative experiences

on tools and methods, models and success stories.

The seminar was participatory and employed a mix of methods, such as group work and question and answer sessions that focussed on the participants' papers. Following the seminar, UNEVOC professionals were invited to work collaboratively to finalise several tools, methods and exemplar materials for production and distribution.

UNEVOC Network, Mapping and Strategies for Policy Reform and HIV/AIDS Preventive Education

UNESCO-UNEVOC organised a UNEVOC Network Inception Seminar on "UNEVOC Network, UNEVOC Mapping and Strategies for Policy Reform and HIV/AIDS Preventive Education" for UNEVOC Centre representatives from the Southern African region in Lilongwe,



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Malawi, 5-9 December 2005. The workshop brought together 24 participants from UNEVOC

Centres in Botswana, Burundi, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Swaziland, United Republic of Tanzania and Zambia. Their discussions focused on skills improvement for UNEVOC Centre Managers.

The concept of the UNEVOC Network was explained, and possibilities to improve the effectiveness, profile, management and mapping of UNEVOC Centres were discussed.

UNEVOC Network Seminar for UNEVOC Professional Cadres and Vocational Education Leaders from Selected Countries in West Africa

UNESCO-UNEVOC and the UNESCO Regional Bureau for Education in Africa (UNESCO BRENDA) jointly organized an Inception Seminar with notable assistance from the Ger-

man Agency for Technical Cooperation / Botswana Training Authority (GTZ/BOTA). The seminar took place in December 2005 in Dakar, Senegal, and 22 participants from UNEVOC Centres and candidate Centres in West African countries participated. They were introduced to the UNEVOC Network, and ways to enhance effective networking, collaboration, knowledge sharing and management were explained and discussed. At the centre of endeavours

to enhance the Network's effectiveness in the region is the attempt to vitalize national networks and gaining an up-to-date picture of the Network, ranging from accurate names and contact details of persons in charge of UNEVOC Centres to reports by UNEVOC Centres on innovative activities. During the seminar, GTZ/BOTA provided technical interventions on the subject of HIV/AIDS and TVET.

Enhancing the National Effectiveness, Role and Profile of UNEVOC Centres

This sub-regional UNEVOC Inception Seminar brought together UNEVOC Centre Managers from South Asia, West Asia and East Asia in Colombo, Sri Lanka, 8-10 May 2006. The meeting focussed on enhancing the national effectiveness, role and

profile of UNEVOC Centres in improving TVET in their respective countries.

The program was structured around a common task: developing action plans for each participating UNEVOC Centre to guide its work.

More information about UNEVOC Network Inception Seminars: L. Efison Munjanganja, Head of UNEVOC Networks, e.munjanganja@unevoc.unesco.org

Career Guidance for TVET Students in the Philippines

In the Philippines, career choices are to a large extent influenced by parents who view their children's education as their major obligation. This is an accepted societal norm. Yet it is crucial that vocational education accommodates one's talents and competencies. This maximizes investments, leads to employment opportunities that build upon one's



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Augusto Boboy Syjuco, TESDA Director-General, proudly waves the Memorandum of Agreement with the partners for the implementation of the YP4SC programme



YP4SC's framework of an optimal career decision-making



strengths and minimizes the risk of student drop-out and job-skills mismatch.

The right career decisions by individuals are crucial to mitigating the persistent structural unemployment conditions in the Philippines, where labour market demands are not matched by the available manpower supply.

The Technical Education and Skills Development Authority (TESDA) provides guidance to parents and children in choosing appropriate technical and vocational education and training. TESDA has developed the programme "Youth Profiling for Starring Careers" (YP4SC), which objectively assesses the strengths and interests of young Filipinos and assists them in making according

career choices. The programme also provides information on

- » What work will place the student in a "starring role",
- » What employment opportunities are – and will be – in demand, and
- » Education and training institutions where the profession can be learned.

To evaluate the success of YP4SC, a tracking mechanism has been put into place. Graduates are traced from profiling to their first employment. 100,000 graduating high school students nationwide were profiled in 2005, the year of implementation of YP4SC. In 2006, the programme targeted third year high school students. While profiling 100,000 students is

the target for 2006, it is envisioned that the programme will eventually assess all third year high school students.

YP4SC involves collaboration between the major TVET stakeholders in the Philippines, including the Department of Education, the Commission on Higher Education, the Department of Science and Technology, the National Statistical Coordination Board, the Philippine Information Agency and the Systems Technology Institute.

Through the labour market information YP4SC generates, it indirectly guides TVET to be more market-driven, competency-based and sensitive to industry standards.

TESDA joined the UNEVOC Network in 2005. The organisation views its membership as "an opportunity for synergies. On the one hand, the Network provides an opportunity for learning, especially from countries that may have programmes similar to YP4SC. On the other hand, membership in the UNEVOC Network enables TESDA to share its wealth of experience and expertise."

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» Sustainable Development ◀

TVET for Sustainable Development: Opportunities and Challenges

About 70 technical and vocational education and training (TVET) experts from around Asia and several European countries gathered in Ho Chi Minh City, Vietnam, 2-5 July 2006 to synthesise and extend current examples of international best practice in reorienting TVET for sustainable development.

The international conference on "TVET for Sustainable Development – Opportunities and Challenges" was a contribution to the UN Decade of Education for Sustainable Development. It aimed to emphasise the importance of TVET for sustainable development as a key part of the agenda to be followed during the UN Decade.

The discussions focussed particularly on:

- » Reviewing the nature, purpose and scope of development and sustainable development and the relevance of the changing international discourse for TVET,
- » Analysing invited case studies of best practice in reorienting TVET for sustainable development,

- » Analysing the opportunities for, and challenges to, reorienting TVET for sustainable development, and
- » Identifying strategies for building capacity in reorienting TVET for sustainable development.

The discussed conference papers (along with other commissioned contributions) will be published in the UNESCO-UNEVOC Book Series on "Technical and Vocational Education and Training: Issues, Concerns and Prospects", initially in English, with possibilities for other UN languages (Chinese, French and Russian).

The book will address an international audience of policy makers, researchers and practitioners, especially within UNESCO Member States and UNEVOC Centres. It will be widely distributed worldwide to UN partner agencies, international multi- and bilateral funding agencies, non-governmental organisations and other relevant individuals and organisations with an interest in TVET as well as in sustainable development.

UNESCO-UNEVOC jointly organised the conference with RMIT International University



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Vietnam and RMIT Melbourne. Co-sponsors included the Colombo Plan Staff College for Technical Education, the Korean Research Institute on Vocational and Technical Education, the Australian National Centre for Vocational Education Research, the Norwegian Institute for Water Research, Capacity Building International (InWent) and AusAID.

More information: Naing Yee Mar, Consultant, naing.yee.mar@unevoc.unesco.org

Sustainable Development Resources

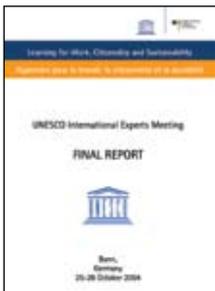
Orienting Technical and Vocational Education and Training for Sustainable Development: A Discussion Paper

This publication presents an overview of key concepts, trends and issues in the field of TVET for sustainable development. It examines interlinkages between the world of work and environmental, social and economic aspects of sustainable development, as well as ways in which TVET can be reoriented to advance the transition to a more sustainable future.



Final Report of the International Experts Meeting "Learning for Work, Citizenship and Sustainability", Bonn, Germany, 2004

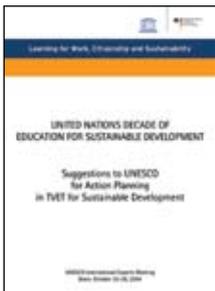
The purpose of this meeting was twofold: to take stock of developments in TVET since the 1999 Seoul Congress and to examine how TVET systems may be orientated to contribute to sustainable development. The final report of this meeting contains all presentations, the Bonn Declaration on the Role and Contribution of TVET to Sustainable Development and Suggestions for Action Planning in TVET for Sustainable Development to UNESCO.



Suggestions for Action Planning in TVET for Sustainable Development

This document was developed by participants at the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", Bonn, Germany, October 2004. The Suggestions cover the following key areas:

- » Advocacy and Vision Building
- » Support for the Review and Development of National TVET Policies
- » Guidelines for Planning and Implementation
- » Capacity Building and Training Programmes
- » Learning Support Materials, Resources and Equipment
- » Networking and Partnerships in TVET
- » Ongoing Monitoring, Evaluation and Research



Integrating Sustainable Development Issues into TVET: Poverty Alleviation and Skills for Employability, Citizenship and Conservation in Asia and the Pacific

This booklet and CD-ROM contain the report and presentations from an international conference of the same name, which was held in Bangkok, Thailand, 10-12 August 2005. The objectives of this conference were to exchange knowledge, experiences and best practices in integrating sustainable development issues into TVET. Discussions focussed on two themes:

- » Poverty alleviation; and
- » Economic vitality and skills development for employability, citizenship and conservation.



Bonn Declaration on the Role and Contribution of TVET to Sustainable Development

The Bonn Declaration was an outcome of the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", held in Bonn, Germany, in October 2004.

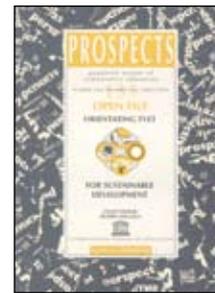


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PROSPECTS, Quarterly Review of Comparative Education, Vol. XXXV, no.3, September 2005 on "Orientating TVET for Sustainable Development"

Contents:

- » Introduction to the Open File on Orientating TVET for Sustainable Development by Rupert Maclean
- » Promoting Sustainable Development in TVET: the Bonn Declaration by John Fien and David Wilson
- » Education for the World of Work and Citizenship: Towards Sustainable Future Societies by Lourdes R. Quisumbing
- » The Perspectives of the International Agencies by Astrid Hollander
- » Skills for Work in the Future: A Youth Perspective by Bremley W. B. Lyngdoh
- » National Policy and Planning Regarding TVET for Sustainable Development: A Case Study of Mozambique by Alastair Machin and Theo Sparreboom
- » Approaches and Concerns in Myanmar by Naing Yee Mar
- » Life Skills for Employability, Citizenship and Sustainable Development: A Case Study of Vocationalization in Russia by Margarita Pavlova



More information: www.ibe.unesco.org

International Bureau of Education, C.P. 199, 1211 Geneva 20, Switzerland

UN Decade of Education for Sustainable Development (DESD) Official Homepage

The official homepage of the DESD covers important topics, such as:

- » The key action themes: gender equality, health promotion, environment, rural development, cultural diversity, peace & human security, sustainable urbanization, and sustainable consumption
- » Key information about the Decade, such as background, objectives, and implementation strategies, and
- » UNESCO's Actions for the Decade, including quality education, scientific dimensions, ethical principles, and cultural dimensions.

More information: www.unesco.org/education/desd

Teaching and Learning for a Sustainable Future – a Multimedia Teacher Education Programme

Teaching and Learning for a Sustainable Future is a multimedia teacher education programme published by UNESCO. It contains 100 hours (divided into 25 modules) of professional development for use in pre-service teacher courses as well as for the in-service education of teachers, curriculum developers, education policy makers, and authors of educational materials.

Teaching and Learning for a Sustainable Future is available in two multimedia formats – a CD-ROM and an Internet programme.

More information: www.unesco.org/education/tlsf

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Education for Sustainable Development Toolkit

The Education for Sustainable Development Toolkit is an easy-to-use manual for individuals and organisations from both the education and community sectors. This resource addresses the potentially powerful alliance of school systems and communities working together to reach local sustainability goals.

The ESD Toolkit is helpful to Ministries of Education, non-profit organisations, school systems, communities, and other organisations.

More information:

www.esdtoolkit.org,
esdtoolkit@utk.edu

International Approaches to TVET Development: A UNEVOC Training Seminar

Twenty senior officials from the Afghan Ministry of Education and four international experts from the Philippines, Malaysia, Pakistan and Indonesia participated in the workshop "International Approaches to TVET Development – a UNEVOC Training Seminar" in Kabul, Afghanistan, 21-23 November 2005.



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UNESCO-UNEVOC and UNESCO Kabul jointly organised this training seminar to help officials in the Ministry of Education in Afghanistan overcome difficulties linked to the lack of international educational exposure in recent years. The main purpose of the workshop was to guide the Ministry of Education through current international training approaches in TVET.

The seminar consisted of

- » A round-table discussion,
- » Presentations on topics such as global international trends in TVET, curriculum re-development and building the capacity of TVET teachers, and
- » A visit to the Afghan-Korean Vocational Training Centre.

After a long period of isolation from the outside world, participants were pleased to hear about developments in TVET in other countries, particularly those in a post-conflict situation. They could also draw on the knowledge and experience of UNESCO-UNEVOC and foreign consultants with regard to future directions for TVET in Afghanistan. All participants highly appreciated the opportunity to present and discuss their views on TVET development in Afghanistan.

During the present period of societal reconstruction, the TVET rehabilitation goals and requirements identified by the participants of this seminar were:

- » The appointment of a TVET advisor to the Afghan Ministry of Education,
- » The establishment of a relevant TVET curriculum based on current needs in Afghanistan, and
- » The establishment of a national TVET framework, including TVET policies.

At the end of the workshop, the participants expressed their high satisfaction. They indicated that they had learned a lot to assist them with strengthening and upgrading TVET in Afghanistan.

More information:

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TVET Reform in Timor Leste

Timor-Leste recently emerged from a quarter of a century of conflict and resistance. This has left a legacy of widespread destruction of TVET institutions alongside all other public institutions, low capacity of the government sector and no national TVET system. A mission was fielded there in late 2005 to assess the situation and to advise UNESCO-UNEVOC on the possibilities for concrete and effective activities that could be undertaken in 2006/2007. The mission found that there was an extremely high

need for international support for TVET. However, in the absence of a UNESCO office or a UNEVOC Centre, it is very difficult to manage a programme on the ground. At the conclusion of their mission, the TVET expert advised two priority activities for UNEVOC to consider:

- » A comprehensive mapping of NGO providers of TVET in Timor-Leste
- » Curriculum and learning support in specific vocational areas.

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Mobile Training Team for Afghan TVET Experts

Which TVET models and paradigms are most appropriate for Afghanistan? What forms of TVET delivery are most useful for Afghanistan? These were some of the issues six Afghan directors of TVET institutes examined during a five-day study tour to Manila, Philippines, 25-29 April 2006. During their stay

in Manila, the participants visited several public and private TVET institutions as well as a training centre for TVET teachers. Furthermore, they were introduced to TVET programmes for physically disabled persons and training programmes for women on non-traditional skills, such as welding.

The study tour was organized by UNESCO-UNEVOC in cooperation with UNESCO Kabul

and with support from the Colombo Plan Staff College for Technical Education.

The newly acquired knowledge will be disseminated through in-country workshops to TVET professionals and other stakeholders in Afghanistan.

More information: Astrid Hollander, Programme Specialist, a.hollander@unevoc.unesco.org

HIV/AIDS Education in the UNEVOC Network

Twenty-four participants from UNEVOC Centres in Botswana, Burundi, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Swaziland, United Republic of Tanzania and Zambia discussed how the UNEVOC Network can be utilised to orient TVET to integrate HIV/AIDS preventive education at a UNEVOC Network seminar in Lilongwe, Malawi, 5-9 December 2005.

HIV/AIDS has a tremendous negative impact on the education and training systems and the labour force in the heavily affected countries of Sub-Saharan Africa, and therefore TVET systems in the countries most affected by the pandemic must urgently address this issue.

The "promising practice" of the Botswana Training Authority (BOTA) on mainstreaming



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HIV/AIDS into the TVET system was thoroughly discussed at this meeting. As part of UNESCO's action regarding HIV/AIDS preventive education, possibilities for support from UNESCO-UNEVOC to UNEVOC Centres that want to develop

activities in this area were also presented, and participants developed ideas for joint activities.

More information: Astrid Hollander, Programme Specialist, a.hollander@unevoc.unesco.org

Mainstreaming the Response to HIV & AIDS in Vocational Training in Botswana: Promising Practices, Lessons Learned and the Way

The prevalence of HIV/AIDS in Botswana is estimated at 17.1% among the general population. The prevalence rate for the ages 15-19 years is 6.6%, 19% for the age group 20-24 years and 33% for ages 25-29 years (Republic of Botswana, 2005).

As the epidemic threatens to reverse progress towards meeting the millennium development goal (MDG) on combating HIV & AIDS and the aspirations of the Botswana Vision 2016¹, a multi-sectoral approach to fight the epidemic has been adopted. Various sectors have been rallied to assist. The National Strategic Framework (NSF 2003-2009) spells out what action each sector should take to respond effectively to the problem of HIV and AIDS.

BOTA's efforts to mainstream HIV/AIDS in vocational training include incorporation of HIV/AIDS issues in the formal learning process, coordination and linkages with key stakeholders and technical support to public and private training institutions. BOTA also requires all vocational training (VT) institutions who apply for registration and accreditation to have an

HIV/AIDS policy and to show evidence of implementation of HIV/AIDS activities.

The integration of HIV/AIDS into the VT curriculum ensures that VT learners get credit for compulsory HIV/AIDS modules and that VT trainers are equipped with appropriate skills and knowledge to impart HIV & AIDS issues to the learners.

A pilot project on an outcome-based curriculum on HIV/AIDS was completed on 5 July 2006 at one of BOTA's accredited training institutions. The project integrated HIV and AIDS lessons into the VT curriculum and was based on unit standards and standards based assessment.

Lessons learned from BOTA's mainstreaming interventions include

- » The importance of collaboration and networking with national HIV & AIDS programme stakeholders,
- » The importance of using extra-curricular activities to deliver the formal curriculum,
- » The need for specific interventions to target different categories of vocational training institutions (i.e. Brigades, Technical Colleges, private VT institutions and work place training companies), and
- » The necessity of monitoring the impact of interventions.

Challenges remain, as noted by the Knowledge, Attitudes, and Behaviour (KAB) study that took place in 2006. There is a high awareness of HIV and AIDS among learners in vocational institutions. However, 49% of learners still have not tested for HIV, and risky sexual behaviour is prevalent: 20% of learners never refuse to have sex without a condom, and another 20% often refuse sex without a condom.

In the future, BOTA will rollout the new HIV/AIDS curriculum and intensify its implementation at all VT institutions across Botswana. BOTA will also network with national stakeholders to ensure that VT institutions align their programmes with district and national HIV/AIDS programmes. Furthermore, BOTA plans to increase the distribution of its "Emang" Newsletter and develop a HIV/AIDS "promising practices" brochure based on the lessons learned from its mainstreaming efforts.

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¹ Aspirations for Botswana for the year 2016

Knowledge Sharing on TVET in Southern Africa

In 2005, UNESCO-UNEVOC began to implement a project to enable systematic regional information sharing to enhance the effectiveness of TVET departments in Southern African countries.

Generous donations from the private sector made this project possible: a COMPAQ server and the SAP software Knowledge Warehouse, including usage rights, were donated to UNESCO-UNEVOC. SADC countries can now exchange documents on the different aspects of TVET using this platform.

From 12-15 December 2005, 11 TVET experts received training on using the SAP software. The seminar took place at the SAP Training Centre in Johannesburg, South Africa. The participants represented UNEVOC Centres from Botswana,



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Malawi, Mauritius, Swaziland, Seychelles, Zambia and Zimbabwe.

During the four days of training, participants learned about different aspects of authoring and administrating content in the system. Immediately following the SAP training, a UNEVOC add-on day took place. It served to create a link between the technical aspects learned during the SAP training and the world of TVET. Participants determined what information to share on the platform and the navigation structure.

An action plan and recommendations were also developed.

It is expected that the TVET experts who were trained in Johannesburg will reach out to other TVET experts in their countries in order to enlarge the usage of the knowledge management system. It is also envisaged to train TVET experts from the remaining SADC countries in Mauritius.

This project is implemented as a result of a proposal that was developed within the context of the initiative "Learning for Life, Work and The Future: Stimulating TVET Reform in Southern Africa" (LLWF). UNESCO-UNEVOC is working with its partners, the Industrial and Vocational Training Board (IVTB) in Mauritius, which hosts the server, the Ministry of Education in Botswana and SAP.

More information: Maja Zarini, Head of Information and Publications, m.zarini@unevoc.unesco.org

Skillsnet: Identifying future skill needs

Early identification of skill and competence needs is of increasing importance. In today's rapidly changing environment, policy-makers and practitioners must be able to promptly respond to new and changing skill and competence requirements. Adequate decision-making is central to shaping future-oriented education and training, and such decision-making depends on reliable information provided by research.

The European Centre for the Development of Vocational Training (Cedefop) has launched



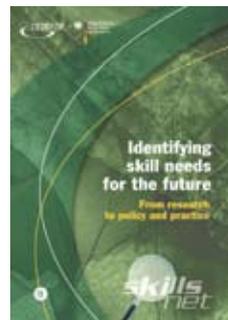
"Skillsnet", an international network on the early identification of skill needs. The Network provides a platform for dialogue and information exchange among experts and relevant stakeholders on new and changing skill needs and a medium- to long-term outlook for skills in the labour market. Attention is paid to skill needs in particular regions, sectors, companies and occupations. Skillsnet actively involves policy-makers, social partners, practitioners and researchers in discussions about research methods and outcomes. This is to ensure the acceptance, legitimacy and transfer of findings into policy and to foster the implementation of reforms.

The Network regularly organises thematic workshops and conferences on innovative approaches and research methods as well as on skill needs in selected sectors. To date, three conferences on methods, systems, institutional frameworks and processes for early identification of skill needs in the tourism and nanotechnology sectors took place. Agrifood, forestry, wood and biotechnology will be tackled in the near future. The Network's research results are published and disseminated by Cedefop, both electronically and in hard copy. Skillsnet also publishes so called "sector flashes" to summarise the main trends in a sector and the related skill needs.

The most challenging Skillsnet project is the

establishment of a European skill needs forecasting system. In October 2005, experts from 14 European countries agreed to take on this challenge and asked Skillsnet to coordinate the initiative. In the short-term, a pan-European forecasting model will be set up, which will rely on existing data. In the longer-term, national level data sources will be aligned to establish a European core forecasting system.

Skillsnet counts members from all over the world and from various target groups, i.e. research institutes and universities, but also policy-makers, ministries, social partners, businesses, training institutions, consultancies, and European and international organisations. Skillsnet invites all experts, active or interested in research and policy on early identification of skill needs to join the network. Applications may be submitted online on the Skillsnet website at <http://www.trainingvillage.gr> (under the section "Projects and Networks").



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Promoting Social Partnership: A Mobile Training Team for Central Asia

In 2005, UNESCO-UNEVOC facilitated co-operation on social partnership in TVET between UNEVOC Centres in Central Asia and partners in Germany through the organisation of a Mobile Training Team (MTT). During a UNESCO-UNEVOC sub-regional workshop in Almaty, Kazakhstan, in 2002, social partnership in TVET had been identified as a priority issue in TVET across the region.

In July/August 2005, four TVET specialists, one each from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan, participated in an InWent training seminar on social partnerships in TVET, with special focus on assessment and certification. They also visited a number of German TVET institutions, such as BiBB (Federal Institute for Vocational Education and Training). Upon return to their countries, the participants of the

MTT organised national seminars to disseminate their newly acquired knowledge with other TVET specialists and stakeholders and to identify means of applying it in the respective national contexts.

The MTT led not only to improved skills and knowledge of the four TVET experts who came to Germany, but, through the national dissemination workshops, it had a broader impact. A wide range of stakeholders

came together in each of the countries to discuss the future of TVET. A foundation has been laid for integrating social partnership in TVET in the Central Asian states. For example, the Trier Chamber of Commerce is looking into further collaboration with Kyrgyzstan and Tajikistan on this issue.

More information:

*Astrid Hollander, Programme Specialist,
a.hollander@unevoc.unesco.org*

*Vocational educators
from UNEVOC Centres
in Central Asian
Republics at UNESCO-
UNEVOC for orientation
to the MTT, with
Efison Munjanganja,
Head of UNEVOC
Networks, July 2005*



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Vocational Training in the English speaking Caribbean

In the English speaking countries of the Caribbean, vocational training policies and practices share a number of common characteristics.

For example, national training agencies (NTAs) were established in all countries. These agencies are responsible for the development, implementation, management and evaluation of training policies as well as for the creation and coordination of national training systems.

The development and implementation of training policies and systems was previously a core task of the Ministries of Education. The transfer of this responsibility to the NTAs has led to improvements in the quality and relevance of training in all countries concerned. It has also enabled the training institutions to integrate employers, who both provide technical and vocational training at the workplace and require skilled workers. The training institutions can now better fulfil their mandate to increase the productivity and competitiveness of the Caribbean economies.

Secondly, English-speaking countries in the Caribbean have created competence systems and national qualifications frameworks. All foster lifelong learning. Several countries have established systems that identify, standardize, improve and certify vocational skills and qualifications for different areas.

Within the Caribbean Community (CARICOM), progress has been made towards regional competence norms. This is an important step in the development of common vocational qualifications throughout the Caribbean.

The Caribbean Association of National Training Agencies (CANTA) is probably the most important means of international cooperation in TVET in the region. Collaboration between

vocational training institutions in the English speaking Caribbean has a long history. It was institutionalized in November 2003, when CANTA was founded.

The TVET Council of Barbados, the HEART Trust/NTA of Jamaica and the NTA of Trinidad and Tobago were the driving force in the establishment of CANTA. CANTA's aim is to promote the development of a competitive regional labor force and to facilitate the free movement of qualified workers in the Caribbean Single Market and Economy (CSME).

Its objectives also include ensuring equal training, evaluation and certification of competencies, establishing a regional certification system through the Caribbean Vocational Qualifications (CVQ) Authority, developing a regional labour market information system and promoting the development of national training agencies.

The fourth common element among vocational training systems of the English speaking countries of the Caribbean is the participation of both workers and employers in the management of the national training agencies. This not only ensures high quality and relevance of the training programmes but also political support.

More information: www.cinterfor.org.uy



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> UNESCO-UNEVOC Partner Agencies <

For an update on the latest activities and achievements of the European Training Foundation (ETF) and the Commonwealth of Learning (COL), please check the UNESCO-UNEVOC website at www.unevoc.unesco.org/partners



Courtesy:
Adam Opel AG

> Visitors to the Centre <

December 2005

Margarita Pavlova, Griffith University, Brisbane, Australia

January 2006

Bruno Lefèvre, Consultant, formerly Bureau of Strategic Planning, UNESCO Headquarters, Paris, France
Tobia Fiorilli and *Anne Keller*, Bureau of Strategic Planning, UNESCO Headquarters, Paris, France

February 2006

Naing Yee Mar, GloCorp Consulting Group NV, Naarden, The Netherlands
Vernor Muñoz Villalobos, Special Rapporteur on the Right to Education, UNOG-OHCHR, accompanied by *Myriam Tebourbi-Guerfali*, UNOG-OHCHR, Geneva, Switzerland, *Xavier Campos*, UNOG, Geneva, Switzerland, *Birgitta Ryberg*, Kulturminister Konferenz, Bonn, Germany, and *Helmut Kühr*, BMBF, Bonn, Germany
Kamal Braham, UNESCO Iraq Office, Amman, Jordan

March 2007

Heads of United Nations Agencies based in Bonn, Germany, met at the premises of UNESCO-UNEVOC
Günther Klein, Federal Environment Agency (Umweltbundesamt) and United Nations University (UNU-EHS), Bonn, Germany
Philipp Grollmann and *Felix Rauner*, Institute of Technology and Education (ITB), Bremen University, Germany
Keith Holmes, Sussex Institute Centre for International Education, University of Sussex, Brighton, UK
John Parsons (Director), *Sameer Pise*, *Augustinus Mangampa* and *Regina Kusuma*, Internal Oversight Office (IOS), UNESCO Headquarters, Paris, France. Purpose: internal audit of UNESCO-UNEVOC
Harry Stolte, Capacity Building International (InWEnt), Magdeburg, Germany

Hans Kaltenecker, Lawyer, Paris, France
Wolf Rissom, German National Commission for UNESCO, Bonn, Germany
Badaoui Rouhban, Section for Disaster Reduction, UNESCO Headquarters, Paris, France
Naing Yee Mar, GloCorp Consulting Group NV, Naarden, The Netherlands

April 2006

Andreas König, German Technical Cooperation Agency (GTZ), Ethiopia, and *Luigina Blaich*, GTZ, Eschborn, Germany

May 2006

Students, UN-Initiative, Dresden University of Technology, Germany
Interns, German Commission for UNESCO, Bonn, Germany
Harry Stolte, Capacity Building International (InWEnt), Magdeburg, Germany
Bettina Mussnug, SAP, Walldorf, Germany
Naing Yee Mar, GloCorp Consulting Group NV, Naarden, The Netherlands

June 2007

Osnat Lubrani, UNIFEM/UNDP, Bratislava, Slovakia
Rolf Christiansen, Leonardo da Vinci NA, National Institute of Technology, Oslo, Sweden
Naing Yee Mar, GloCorp Consulting Group NV, Naarden, The Netherlands
TVET professionals, Sri Lanka
Azad Rahaman, Bangladesh Federation of Film Societies and Center for Education, Creative and Performing Arts, Dhaka, Bangladesh

July 2007

Naing Yee Mar, GloCorp Consulting Group NV, Naarden, The Netherlands

Peter Croll, Bonn International Centre for Conversion (BICC), Germany
Charles Hopkins, York University, Toronto, Canada
Michael Härtel, Federal Institute for Vocational Training (BiBB), Bonn, Germany
Hermann Müller-Solger, formerly Federal Ministry of Education and Research (BMBF), Bonn, Germany
Liu Yang, Tianjin University, China

August 2006

Bruno Lefèvre, Consultant, formerly Bureau of Strategic Planning, UNESCO Headquarters, Paris
Kim Chai Tran, Norwegian Institute for Water Research, Oslo, Norway
Harry Stolte, Capacity Building International (InWEnt), Magdeburg, Germany

September 2006

Liu Yang, Tianjin University, China
Margarita Pavlova, Griffith University, Brisbane, Australia
Naing Yee Mar, GloCorp Consulting Group NV, Naarden, The Netherlands
Representatives of the German National Commission for UNESCO, the German Federal Institute for Vocational Training, UN agencies based in Bonn and Bonner Generalanzeiger for the inauguration of a flute display at the UNESCO-UNEVOC premises
Michael Härtel, Federal Institute for Vocational Training (BiBB), Bonn, Germany
Margarita Pavlova, Griffith University, Brisbane, Australia
Roland Berneker and *Barbara Malina*, German National Commission for UNESCO, Bonn, Germany
Tapio Varis, Professor and UNESCO Chair, Media Education, University of Tampere, Finland
Oliver Seyffert, Web Development Specialist, Bonn, Germany

> Forthcoming Events <

IVETA Annual Conference

Date: 29 November 2006
Venue: Atlanta, Georgia, USA
Organiser: International Vocational Education and Training Association (IVETA)
Information: www.iveta.org/georgia.htm

Towards Sustainable Global Health: An International Conference

Date: 9-11 May 2007
Venue: Bonn, Germany
Languages: English and German
Information: www.gemini.de/global-health

eLearning Africa 2007: Building Infrastructures and Capacities to Reach out to the Whole of Africa

Date: 28-30 May 2007
Venue: Nairobi, Kenya
Information: www.elearning-africa.com

International IAEVG Conference

Date: 4-6 September 2007
Venue: Padova, Italy
Languages: Italian, English, Spanish and French
Organisers: Società Italiana per l'Orientamento (SIO) and University of Padova
Information: www.iaevgconference07.psy.unipd.it
(Deadline for submission of papers: February 2007)

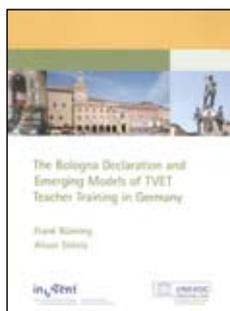
Research for TVET Policy Development

by Jon Lauglo. Published by UNESCO-UNEVOC and Capacity Building International (InWEnt) www.inwent.org/index.en.shtml



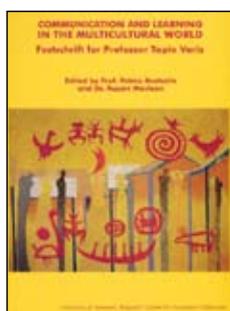
The Bologna Declaration and Emerging Models of TVET Teacher Training in Germany

by Frank Bünning and Alison Shilela. Published by UNESCO-UNEVOC and Capacity Building International (InWEnt) order@unevoc.unesco.org



Communication and Learning in the Multicultural World

Edited by Pekka Ruohotie and Rupert Maclean. Published by the University of Tampere, Finland www.granum.uta.fi/english



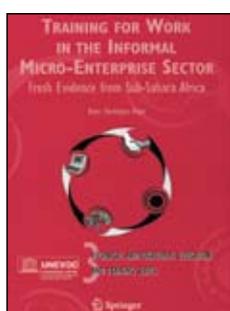
The Development of a National System of Vocational Qualifications

Published by UNESCO-UNEVOC and the Scottish Qualifications Authority. www.unevoc.unesco.org/publications or order@unevoc.unesco.org



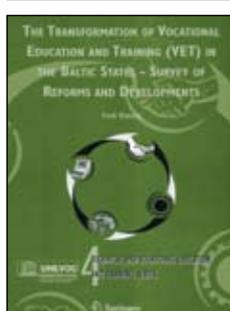
Training for Work in the Informal Micro-Enterprise Sector – Fresh Evidence from Sub-Saharan Africa

by Hans Christiaan Haan. Published by Springer Science+Business Media www.springer.com



The Transformation of Vocational Education and Training (VET) in the Baltic States – Survey of Reforms and Developments

by Frank Bünning. Published by Springer Science+Business Media www.springer.com



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