

UNESCO-UNEVOC Bulletin

July 2009

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No. **15**

Editorial

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Bulletin 15: Editorial



Welcome to the first issue of the new email version of the UNESCO-UNEVOC Bulletin. We hope you like the new layout and easy accessibility of information online. When we decided to move from print and PDF to an electronic newsletter, our aim was to provide you, the reader, faster and more frequently with information about the latest activities of the UNESCO-UNEVOC International Centre, the UNEVOC Network, and our partner agencies. We also integrated new features into the Bulletin, such as updates on recent discussions in the e-Forum and on developments on TVETipedia, UNEVOC's new knowledge-sharing platform for the TVET community which was launched at the end of March 2009. These new items link the Bulletin to the other UNEVOC online services and we hope that they will stimulate discussions and debate in these fora. We also hope that our partner agencies and members of the UNEVOC Network will continue to contribute articles to the UNESCO-UNEVOC Bulletin to inform the global TVET community of the latest developments of their work.

The new email Bulletin will be published quarterly in March, June, September and December of every year. This first issue of the online Bulletin which is really the 15th issue of the UNESCO-UNEVOC Bulletin will include information about UNEVOC's activities since the beginning of 2009. Of course the Bulletin remains a multi-lingual publication that is published in the six official UN languages and in Portuguese. Distribution of the different language versions will continue as it was with the print version, namely that the UNESCO-UNEVOC International Centre disseminates the English, French and Spanish versions, and that our partner agencies in the various regions produce and disseminate the Arabic, Chinese, Russian and Portuguese versions of the Bulletin.

If you would like to contribute articles to the Bulletin or have any questions or comments about the new online version, please do not hesitate to send us an email at bulletin@unevoc.unesco.org. We look forward to hearing from you.

A lot has happened at UNESCO-UNEVOC in 2009. At the beginning of January, an International Expert Consultation Meeting on TVET took place in Bonn. The aim of the meeting was to provide input into the development of a new UNESCO TVET strategy, a process that was started in 2008. UNEVOC also contributed to the UNESCO World Conference on Education for Sustainable Development, which also took place in Bonn. In the context of the conference, the Centre organized a four-hour workshop on Developing Skills and Labour Force Competencies including TVET in Support of Sustainable Development. For the third time this year, the African UNESCO-UNEVOC TVET Summit on Access and Inclusion: Improving TVET through ICT-based Information and Learning Solutions took place at eLearning Africa. One hundred education policy makers, researchers and practitioners participated. There have also been quite a few

developments in the UNEVOC Network in 2009. You can read about all this and much more in this issue of the UNESCO-UNEVOC Bulletin.

After eight years as Director of the UNESCO-UNEVOC International Centre, Rupert Maclean retired from his position on 31 March 2009. Those who know Mr Maclean and UNESCO-UNEVOC have witnessed some impressive results of the work of the UNESCO-UNEVOC International Centre during Mr. Maclean's tenure as Director. Throughout the years, the Centre has been an important contributor to strengthening TVET in UNESCO Member States. Mr Maclean also established the impressive UNESCO-UNEVOC publications programme and supported the demonstrated connectedness of TVET practitioners and institutions through the worldwide UNEVOC Network and the development of the UNEVOC online services. All staff members and partners of UNESCO-UNEVOC will greatly miss him and wish him all the best for his new position as Chair Professor of International Education at the Hong Kong Institute of Education.

L. Efison Munjanganja,
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UNESCO-UNEVOC International Centre,
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=> Read [Bulletin 15 online](http://www.unevoc.unesco.org/bulletin): www.unevoc.unesco.org/bulletin

The UNEVOC Network

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New UNEVOC Centres

New UNEVOC Centre in Germany



Three organizations located in Magdeburg, Germany, have become a joint UNEVOC Centre: InWent – Capacity Building International, Otto-von-Guericke-University and Fraunhofer Institute for Factory Operation and Automation (IFF).

Dr. Luiz Ramalho, head of the InWent department "Sustainable Business Development" commented on the establishment of the UNEVOC Centre: "Together with the other UNEVOC Centres, we will now have the chance to foster new partnerships for sustainable development in the field of TVET."

About the three organizations that form the UNEVOC Centre:

[InWent – Capacity Building International](#) is a non-profit organisation with worldwide operations dedicated to human resource development, advanced training, and dialogue. Its capacity building programmes are directed at experts and executives from politics, administration, the business community, and civil society.

InWent's division "Modern Media and Curricula Development in Vocational Education and Training" is located in Magdeburg. Topics addressed by the division include the development and reform of national educational systems, technological cooperation, the transfer of management skills, curriculum development, didactics and methods of developing teachers and teaching materials, and the formation of training the trainer networks.

In 2007, UNESCO-UNEVOC and InWent signed a Memorandum of Understanding to establish a strategic partnership between the two organisations. Through this partnership, UNESCO-UNEVOC and InWent aim to cooperate on a variety of activities.

See also: [Memorandum of Understanding between InWent and UNESCO-UNEVOC](#).

[Otto von Guericke University](#), Magdeburg, aims to cut a clear and efficiently-structured figure with its main focus of expertise in the traditional areas of engineering, the natural sciences and medicine. It also views economics and management, as well as the arts and humanities, as essential disciplines for a modern university in the information age.

In 2007, UNESCO-UNEVOC and Otto-von-Guericke-University signed a Letter of Intent to establish a long-term cooperation between the two organisations. The cooperation focuses on international activities within the framework of the UN Decade of Education for Sustainable Development (DESD).

See also: [UNESCO-UNEVOC and Magdeburg University sign Letter of Intent](#)

[Fraunhofer Institute for Factory Operation and Automation \(IFF\)](#) is an autonomous research institute of the Fraunhofer-Gesellschaft. The institute is technology-oriented toward conceiving, engineering and producing innovative and customized solutions in the fields of

- Logistic and Material Handling Engineering and Systems
- Robotic Systems and Measurement and Testing Technology
- Process and Plant Engineering
- Virtual Engineering and Virtual-Interactive Training

Links

[InWEnt – Capacity Building International](#)
[Otto von Guericke University, Magdeburg](#)
[Fraunhofer Institute for Factory Operation and Automation \(IFF\)](#)

Contact

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Australia

Australian Maritime College Australia (March 2009)

more: <http://www.unevoc.unesco.org/unevocdir3.php?akt=99&id=2922>

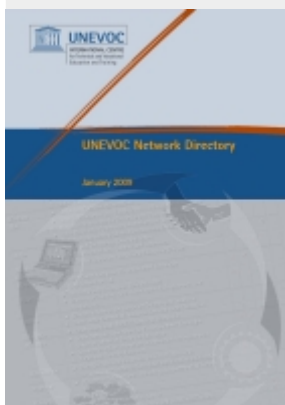
Jordan

National Training of Trainers Institute (May 2009)

more: <http://www.unevoc.unesco.org/unevocdir3.php?akt=99&id=2924>

New UNEVOC Network Directory

New UNEVOC Network Directory



The latest print version of the UNEVOC Network Directory was published in January 2009. The Directory provides information about UNEVOC Network Centres and aims to facilitate networking and collaboration. In addition to contact information, it describes the activities of UNEVOC Centres and the populations they serve. The Directory was mailed to all UNEVOC Centres worldwide.

In addition to the print and PDF versions of the Directory, an interactive online version is available on the UNEVOC website at <http://www.unevoc.unesco.org/network>. The online version is updated frequently. Updating changes is needed in order to facilitate networking and to keep the Directory useful.

Documents

[UNEVOC Network Directory](#) (PDF, 1262KB)

Contact person for UNEVOC Network

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UNEVOC Network Meetings

UNEVOC sub-regional seminar / workshop

Developing capacity of UNEVOC Centres and educators within the UNEVOC Network and training of vocational teacher educators

Luangprabang, Lao PDR, 7 -9 April 2009



A UNEVOC sub-regional seminar was held in Luangprabang, Lao PDR on 7-9 April, 2009. The seminar was organised by the UNESCO-UNEVOC International Centre in partnership with InWent Capacity Building International, a German agency that is involved in human resource development and advanced training. Already a partner of UNESCO-UNEVOC, InWent, together with Otto-von-Guericke-University and Fraunhofer Institute for Factory Operation and Automation (IFF), joined the UNEVOC Network in 2009. The Vocational Education Development Centre in the Ministry of Education in Lao PDR also provided assistance in organising the seminar. The 27 participants at the seminar came from UNEVOC Centres and departments of TVET and in China, Cambodia, Lao PDR, Malaysia, Thailand, the Philippines and Vietnam.

With a twin focus on building the capacity of vocational leaders and the UNEVOC Network and on training vocational teacher educators, the seminar provided the participants with ample opportunities to exchange experiences, share successes, examine the national effectiveness of UNEVOC Centres, and explore subject for collaborative activities and enhanced communication among UNEVOC Centres.

Learning at the seminar took various forms. For one, there were a number of presentations by specialists that addressed diverse aspects of the two main themes. Reports by the different educators on country experiences and needs, as well as the exchange of success stories, were other opportunities for learning. Intense dialogue occurred on several issues, especially on how effective national UNEVOC networks could enhance information sharing and access to and reporting/documentation of exemplars, success stories and lessons learnt.

The participants went away with greater knowledge and information about some good practices taking place in the area of TVET. Increased awareness was created concerning making contributions to repositories of expertise and sharing knowledge through periodic reporting and communication of innovative practices. There was evidence of growing utilization of the UNEVOC Network as a source of expertise, knowledge and exemplars, and of the value of building strong national UNEVOC networks. By agreeing on subjects for possible joint activities, the seminar reinforced the basis for collaborative action related to studies, research, and mutual learning.

Contact

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UNEVOC Centre Award

UNEVOC Centre Award

It is with great pleasure that UNEVOC has been receiving confirmations of the receipt of the UNEVOC CENTRE AWARD by UNEVOC Network Members worldwide. It gives us much gratification to read about the enthusiastic receipt of the Award, and the Centres' renewed commitments to advancing UNESCO's goals in Technical and Vocational Education and Training.

The Centre d'études collégiales Baie-des-Chaleurs (Canada) and the Institut National de Formation du Personnel des Etablissements d'Enseignement Technique et de Formation Professionnelle (Madagascar) are only some of the Centres who have expressed the pride, enthusiasm and inspiration that the Award has created.

The large plaque, which is intended to be displayed in a visible location in the lobby of the Institutions, intends to identify affiliation to the UNEVOC Network, in the hopes of strengthening and enhancing cooperation and communications for the advancement of TVET.

We would therefore also like to take this opportunity to remind team leaders of UNEVOC Centres of the need and their responsibility to ensure that all relevant information is continuously updated. Also calling upon ALL UNEVOC Centres to review and update their contact details in the UNEVOC Network Directory located on our website at: [UNEVOC Directory](#)

Contact

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Centre d'études collégiales Baie-des-Chaleurs

receives UNEVOC Centre Award



The Centre d'études collégiales Baie-des-Chaleurs (Centre of College Studies Baie des Chaleurs), a UNEVOC Centre in Carleton, province of Québec, Canada, announced at a press conference the receipt of its UNEVOC Centre Award.

The UNEVOC Centre Award is presented in recognition of the institution's continued efforts to further UNESCO goals in TVET through its participation in the UNEVOC Network. It is aimed that the Award will enhance the status and presence of the UNEVOC Network as a whole and serve as an incentive to promote closer knowledge sharing and cooperation between Network members and with the UNESCO-UNEVOC International Centre in Bonn. The UNESCO-UNEVOC International Centre also hopes that the award is a source of lasting pride and inspiration for UNEVOC Centres worldwide to continue the positive drive forward to strengthen and upgrade TVET.

The Centre d'études collégiales Baie-des-Chaleurs joined the UNEVOC Network in 2004. It is one of two UNEVOC Centres in Canada.

Links to news coverage of the receipt of the UNEVOC Centre Award in Quebec

<http://www.cyberpresse.ca/le-soleil/actualites/les-regions/200902/07/01-825221-honneur-de-lunesco.php>

<http://lechodelabaie.canoe.ca/webapp/sitepages/content.asp?contentid=84248&catname=Actualit%E9s+locales&classif=En+manchettes>

http://www.mri.gouv.qc.ca/fr/_scripts/Actualites/ViewNew.asp?NewID=6244

Links to homepage of UNEVOC Centre

<http://www.cgaspesie.qc.ca/carleton/>

<http://www.chezfrederic.org/>

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UNEVOC Centre in Madagascar receives Award



The Institut National de Formation du Personnel des Etablissements d'Enseignement Technique et de Formation Professionnelle (National Institute for Professional Training in TVE - INFor) is one of two UNEVOC Centres in Madagascar. It joined the UNEVOC Network in 1999 and received the UNEVOC Centre Award in 2009.

INFor is affiliated with the Ministry of Education and Scientific Research of Madagascar but operates independently on both the financial and the administrative level. INFor's mission is to valorise human resources development within the national TVET system. Its

core activities are:

- the elaboration and updating of education programmes and pedagogic tools and methods related to TVET,
- the administration of professional training to personnel (teachers, administrative staff and company employees seeking further training).

The picture shows the staff of INFor with the UNEVOC Award.

Link to the UNEVOC Centre in the UNEVOC Network database

[Institut National de Formation du Personnel des Etablissements d'Enseignement Technique et de Formation Professionnelle](#)

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e-Forum

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General Developments

In 2009, the number of members in the e-Forum has increased to more than 1,100, coming from all parts of the world. In the first six months, more than 600 messages were disseminated. In the entire year 2008 there were 864 messages.

Recent Discussions (January-June 2009)

Starting with this Bulletin issue we intend to report on selected discussions in the e-Forum. For those who are not a member of the e-Forum: You can access the e-Forum via www.unevoc.unesco.org/forum. Note that you need to log in to be able to read messages.

Checklist for starting and running TVET from scratch

This message string focused on an outline of what to look out for when establishing a new TVET programme in a remote area with limited infrastructure.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=728>

Quality Based TVET, Use of Indicators

Discussion on benchmarking and indicators to measure the quality of TVET institutions and programmes. Various different quality indicators at the institution/programme level were introduced. The issue of tracing employment / self-employment rates of graduates as a quality indicator of TVET programmes was also raised and discussed.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=715>

Literature on guidance and counseling in TVET institutions

Links to various resources about vocational/career guidance and counseling.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=685>

Training needs analysis

Links to information about how to assess training needs of companies and identify the skills required for a job.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=684>

Strategies for promoting entrepreneurship in schools

Exchange on various views about entrepreneurship education in TVET, the development and fostering of entrepreneurial skills and entrepreneurial thinking.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=674>

Certification Programmes

Discussion about testing and certification of competencies and skills learnt outside the formal TVET system. Includes experiences.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=671>

Youth Empowerment in Developing Countries

Discussion on the role of TVET in socially and economically empowering youth, e.g. through improving chances of obtaining employment and increasing the level of earning. Includes experiences and links to resources.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=658>

Women participate in TVET

Resources on women in TVET

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=649>

TVETipedia launched

UNESCO-UNEVOC launches TVETipedia



On 19 March 2009, UNESCO-UNEVOC launched TVETipedia, an internet portal for the exchange of relevant and high quality information and knowledge about TVET around the world.

TVETipedia aims to promote TVET development and innovation and to enable TVET policy makers, researchers and practitioners around the world to share information and experiences such as:

- TVET policy documents;
- Curricula;
- Learning materials;
- Success stories;
- Best practice and lessons learnt; and
- Collaboration on projects.

TVETipedia is an open platform that is organized in [wiki](#) articles, and registered users can add and edit text, link to other websites, and upload documents relevant to TVET. Wiki technology is very easy to use, and no prior knowledge of editing systems is necessary.

Articles in TVETipedia are available on a read-only basis to all internet users, but it is easy to create user accounts and start adding and editing information. Anyone who wishes to participate can contribute information. UNESCO-UNEVOC will monitor the content to ensure relevance and high quality of the information published.

The anticipated community of authors consists of UNEVOC's more than 1,000 [e-Forum](#) members, staff members of [UNEVOC Network](#) institutions, and all others who are interested in TVET and education for the world of work be it as practitioners, researchers, or policy-makers.

The English launch of TVETipedia was the first step in the development of what UNEVOC hopes will be a truly global, open and multi-lingual online space for TVET. Users are free to contribute content in languages other than English.

TVETipedia is not meant to be a competitor for other seemingly similar undertakings, but rather a complementary, more specialised collaboration portal. We envisage that UNESCO-UNEVOC and the TVETipedia community will collaborate with other collaborative online environments where feasible, especially in the field of education. Such platforms are listed on TVETipedia: [Education Wikis and Portals with TVET Content](#).

Links

www.tvetipedia.org

Documents

[Remarks at the launch of TVETipedia](#)

Contact

tvetipedia@unevoc.unesco.org

UNESCO-UNEVOC launches TVET Blog

Together with the new knowledge sharing platform TVETipedia (<http://www.tvetipedia.org>), UNESCO-UNEVOC launched the "TVET Blog", a new blog on issues that are of interest for all those who are engaged in education for the world of work. Please let us know if you would like to contribute a blog entry.

more: <http://www.unevoc.unesco.org/blog/>

UNESCO World Conference on ESD in Bonn

UNESCO World Conference on ESD



Moving into the Second Half of the UN Decade

The "World Conference on Education for Sustainable Development – Moving into the Second Half of the UN Decade" took place in Bonn, Germany, on 31 March to 2 April 2009.

Five years into the UN Decade of Education for Sustainable Development (DESD, 2005-2014), the conference had four objectives:

- to highlight the relevance of ESD to all of education;
- to promote international exchange on ESD, especially between the North and the South;
- to carry out a stock-taking of the implementation of the

UN Decade; and

- to develop strategies for the way ahead.

Organizers of the conference were UNESCO and the German Federal Ministry of Education and Research, in cooperation with the German Commission for UNESCO.

The DESD spans from 2005 to 2014 with UNESCO as the lead agency. To guide the international coordination of the DESD, UNESCO developed an action plan with 9 thematic programme areas. Thematic Programme 4 focuses on "Integrating ESD into TVET", with UNEVOC as lead partner in its development and implementation. The Centre has organized various activities in the area of TVET and ESD in the past five years. On the third day of this conference, it hosted a [four-hour workshop on "Developing Skills and Labour Force Competencies including TVET in Support of Sustainable Development"](#).

Links

<http://www.esd-world-conference-2009.org/>

Contact

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TVET workshop at UNESCO World Conference on ESD

UNEVOC workshop on ESD

at the UNESCO World Conference on ESD



UNESCO-UNEVOC organized a four-hour workshop on "Developing Skills and Labour Force Competencies including TVET in Support of Sustainable Development" as part of the World Conference on Education for Sustainable Development – Moving into the Second Half of the UN Decade, which took place in Bonn, Germany, on 31 March to 2 April 2009.

The UNEVOC workshop provided opportunities for UNEVOC, its partners and conference participants to report on ways in which the UN Decade of Education for Sustainable Development has catalysed efforts to integrate sustainable development-focused objectives, themes, strategies and operating procedures into TVET policies, programmes and practices. The sharing of experiences was used to identify lessons of leading practice, catalyse networks, and make plans for the next five years of the

DESD.

Links

<http://www.esd-world-conference-2009.org/>

Contact

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ICTs in TVET

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3rd African UNESCO-UNEVOC TVET Summit at eLearning Africa 2009

3rd African UNESCO-UNEVOC TVET Summit

on Access and Inclusion: Improving TVET through ICT-based Information and Learning Solutions



The 3rd African UNESCO-UNEVOC TVET Summit on “Access and Inclusion: Improving TVET through ICT-based Information and Learning Solutions” was a special event within the Pan-African annual eLearning Africa conference and held in Dakar, Senegal, on 27 May 2009. It was organised by UNESCO-UNEVOC in partnership with the [UNESCO Regional Office for Education in Africa \(UNESCO/BREDA\)](#), the [Commonwealth of Learning \(COL\)](#), the [German Federal Institute for Vocational Education and Training \(BIBB\)](#).

The Summit brought together 100 education experts from various countries in Africa and around the world, including TVET policy makers, researchers and practitioners, to share experiences and discuss strategies and implementation mechanisms for the integration and sustainable use of ICTs in TVET.

Building on the discussions and outcomes of the highly successful previous African UNESCO-UNEVOC TVET Summits that took place at eLearning Africa 2007 in Nairobi, Kenya, and eLearning Africa 2008 in Accra, Ghana (with 150 participants at each Summit, more than 10% of the total number of participants at the respective eLearning Africa conferences), the Summit further promoted best practice in the use of ICTs in TVET in Africa. It featured a variety of innovative TVET initiatives and projects, including

- Open and distance learning (ODL) / ICT to expand and improve the teaching and learning in community health nursing (CHN);
- Radio for development;
- Mobile learning;
- Quality certification for e-learning in capacity building; and
- Online knowledge sharing in the area of education for the world of work.

The Summit aimed to address the following questions, among others:

- What are the benefits of using ICTs in TVET?
- What is the current status of e-learning and ICTs in African TVET? Who is active in the field? Who are the pioneers on the ground?
- What are the strengths, weaknesses, opportunities and threats of ICTs in TVET in Africa?
- What are the lessons learnt in developed countries and how can they be applied to Africa?

In addition to examining and promoting the use of ICTs in TVET in Africa, the TVET Summit aims to create a loose community of practitioners that foster the strengthening of TVET through the integration of ICTs.

The presentations and report of the Summit will be made available shortly.

Links

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

[UNESCO Regional Office for Education in Africa \(UNESCO/BREDA\)](#)

[Commonwealth of Learning \(COL\)](#)

Contact

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Seminar on ICT applications in TVET in CIS countries

ICT Applications in TVET

Minsk, Belarus, 12-13 May 2009



On 12-13 May 2009, UNESCO-UNEVOC, [UNESCO International Institute for Technologies in Education \(IITE\)](#) and the [Belarusian Republican Institute for Vocational Education \(RIVE\)](#) co-organized a training seminar on “ICT applications in technical and vocational education and training”, which was held at the [Technical Vocational College](#), an affiliate of RIVE, in Minsk, Belarus Republic.

Specialists and consultants of ministries of education, heads of educational departments, and directors of education institutions that are in charge of national TVET policy and programme implementation from CIS countries were invited to participate in the seminar. Nearly 30 representatives from 10 CIS countries took part in the event. The countries represented were Armenia, Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, Republic of

Moldova, Russian Federation, Tajikistan, Ukraine and Uzbekistan (for more information, see [list of participants](#)).

The seminar addressed the organizational, political, pedagogical, psychological, technical and practical aspects related to ICT integration into learning processes in primary and secondary TVE (see [agenda](#)). It aimed to build confidence among UNESCO Member States regarding the usage of ICTs in TVET and demonstrated practical solutions to building TVET communities through online services.

The first day of the training seminar (12 May 2009) was devoted to policy issues regarding ICT application in TVET. The [lectures](#) delivered by Ms. N. Tokareva, chief of the IITE programme unit, were based on the training course [ICT Application in Technical and Vocational Education and Training](#), which was developed by IITE in cooperation with a group of international experts. Ms N. Potapenko, Head of RIVE Information Technologies Centre, shared [RIVE's experience, in Russian only](#) in the area of ICTs in TVET. In addition, participants from CIS countries reported on national state-of-the-art experiences of ICT usage in TVET.

On the second day (13 May 2009) of the seminar, representatives from

- UNESCO UNEVOC ([Ms Naing Yee Mar](#));
- the University of Tampere UNEVOC Centre in Finland ([Mr Tapio Varis](#));
- InWent ([Mr Harry Stolte](#));
- the University of Groningen ([Mr Richard van Altena](#)); and
- the Cisco Networking Academy ([Ms Gajane Valchevskaja](#)) presented international experiences in TVET development through the web-based learning.

Throughout the seminar, the participants had the opportunity to discuss the relevant issues of ICT integration into TVET, and at the end submitted to IITE a proposal to develop and carry out an analytical survey on sub-regional good practice, challenges and prospects of ICT applications in TVET.

Links

[UNESCO International Institute for Technologies in Education \(IITE\)](#)
[Belarusian Republican Institute for Vocational Education \(RIVE\)](#)
[Technical Vocational College](#), affiliate of RIVE, Belarus Republic

Contact

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Farewell reception for Rupert Maclean, Director of UNESCO-UNEVOC

Farewell reception for Rupert Maclean



After eight years as Director of the UNESCO-UNEVOC International Centre, Rupert Maclean retired from his position on 31 March 2009.

On 19 March, the Centre hosted a farewell reception, which was attended by many of the long-time partners and friends of the Centre.

Links (online)

[About Rupert Maclean](#)

[City of Bonn hosts farewell lunch for Director of UNESCO-UNEVOC](#)

Documents (online)

[Hans-Wolf Rissom, Speech given at the farewell party for Rupert Maclean, Bonn, 19 March 2009](#)

[L.Efison Munjanganja, Remarks at the farewell party for Rupert Maclean, Bonn, 19 March 2009](#)

Contact

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Tamagawa University delegation visits UNESCO-UNEVOC

Tamagawa University delegation

visits UNESCO-UNEVOC



A delegation of 14 undergraduate students majoring in educational sciences at Tamagawa University and their professor, Dr. Makoto Kobayashi, visited UNESCO-UNEVOC on 17 February 2009.

The visit took place as part of a study tour to Germany that focused on teacher education, good practices in the area of education for sustainable development (ESD) at German schools, and UNESCO activities in education. The students are members of the Tamagawa University UNESCO Club.

Tamagawa University, a private university located in Tokyo, Japan, is a teacher education institute that was founded in 1929. The university became a member of the UNESCO Associated Schools Network (ASPnet) in 2009.

Contact

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Forthcoming Events

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2009 World Conference on Higher Education

Paris, France, 05-07 to 08-07-2009

more: [http://portal.unesco.org/education/en/ev.php-](http://portal.unesco.org/education/en/ev.php-URL_ID=56642&URL_DO=DO_TOPIC&URL_SECTION=201.html)

[URL_ID=56642&URL_DO=DO_TOPIC&URL_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=56642&URL_DO=DO_TOPIC&URL_SECTION=201.html)

40th WorldSkills Competition

Calgary, Canada, 01 to 07-09-2009

more: <http://www.worldskills.org/>

DECOWE Conference: Development of Competencies in the World of Work and Education

Ljubljana, Slovenia, 24-09 to 26-09-2009

more: <http://www.decowe.com/>

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

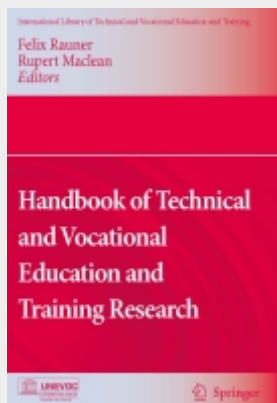
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New Publications

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Handbook of TVET Research



Technical and vocational education and training (TVET) research has become a recognized and well-defined area of interdisciplinary research. The Handbook of Technical and Vocational Education and Training Research is the first handbook of its kind that specifically concentrates on research and research methods in TVET.

The book's sections focus on particular aspects of the field, starting with a presentation of the genesis of TVET research. They further feature research in relation to policy, planning and practice. Various areas of TVET research are covered, including on the vocational disciplines and on TVET systems. Case studies illustrate different approaches to TVET research, and the final section of the book presents research methods, including interview and observation methods, as well as of experimentation and development.

This handbook provides a comprehensive coverage of TVET research in an international context, and, with special focus on research and research methods, it is a cutting-edge resource and reference.

Rauner, Felix; Maclean, Rupert (Eds.)

2009, 1104 p., English

Hardcover

ISBN: 978-1-4020-8346-4

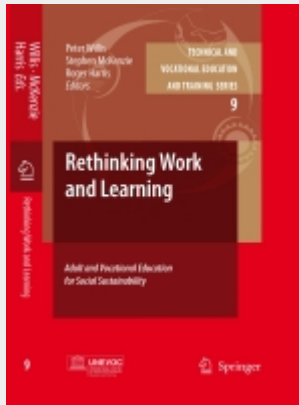
[Table of Contents](#) online

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Rethinking Work and Learning

Adult and Vocational Education for Social Sustainability



by Willis, Peter; McKenzie, Stephen; Harris, Roger (Eds.)

This 9th volume of the UNESCO-UNEVOC Book Series: Technical and Vocational Education and Training: Issues, Concerns and Prospects brings together an international group of contributors to explore ways in which social sustainability can be integrated into Adult and Vocational Education (AVE) practices. While it is clear that given the rapid change of work, job-specific training for adults is clearly vital the world over, it is argued here that job-specific training needs re-orientation to include life-specific learning as well. This can come about when the learning opportunities to which citizens have access prepare them for participation in work which is economically productive and at the same time engages them in related civic activities which promote environmental and social sustainability. The re-orientation of current AVE systems can be achieved in two ways: by broadening the educational agenda to include elements of environmental science, politics and the arts, and by including more dialogic and collaborative teaching and learning styles.

Written for:

Adult and vocational education administrators and practitioners; researchers in adult and vocational education; students enrolled in study programmes in adult and vocational education; development workers; and planners in developing societies.

[Table of Contents](#) (online)

Publication year: 2009

English

295 pages

Hardcover

ISBN: 978-1-4020-8963-3

Online version available

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Work, Learning and Sustainable Development

Opportunities and Challenges



This UNESCO-UNEVOC publication is the first that provides a comprehensive overview of the way countries, education systems and institutions have responded to the call for an integration of learning for work, citizenship and sustainability at the Second International Conference on Technical and Vocational Education which was held in Seoul in 1999. Discussions on the central theme of the Seoul Conference - lifelong learning and training for all, a bridge to the future – led to the conclusion that a new paradigm of both development and Technical and Vocational Education (TVET) was needed.

This book showcases the wide range of international initiatives that have sought to put such exhortations into practice. It includes: case studies of national TVET policy reforms, reoriented curricula, sustainable campus management programs, and examples of innovative approaches to integrating learning in TVET with on-the-job training and in community service. It also focuses on the issues and challenges being faced and ways of moving forward.

Case studies feature initiatives in a wide range of world regions and countries, and include authors from: UK, Germany, Finland, Canada, USA, Australia, South Africa, China, Republic of Korea, India, Pakistan and the Philippines.

Written for: TVET policy makers, curriculum writers, administrators, teachers, lecturers and researchers

Order

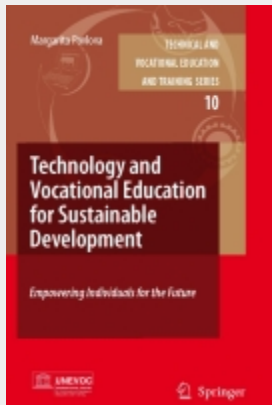
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Documents

[Flyer](#) (online)

Empowering Individuals for the Future

Technology and Vocational Education for Sustainable Development



by Margarita Pavlova, Griffith Institute for Educational Research, Nathan, Australia

The ways education for sustainable development can be addressed in teaching and learning are among the most urgent challenges for modern educational theory and practice. The book "Technology and Vocational Education for Sustainable Development: Empowering Individuals for the Future", the 10th volume of the UNEVOC book series "Technical and Vocational Education and Training: Issues, Concerns and Prospects", explores the unique contribution technology and vocational education can provide to meet these urgent needs.

Part 1 of the book examines various concepts from different areas of knowledge that are used to develop a comprehensive understanding of the ways sustainable development, education for sustainable development, and empowerment are related and can be conceptualised. Practical strategies are suggested, and a model for pre-service teacher training programs is developed.

Part 2 explores how general issues are reflected in local norms, values and behaviours within the Russian context. This case study illustrates the importance of understanding the political and sociocultural context of a country in order to develop empowerment strategies that work for that particular society as they reflect specific local histories, values and traditions.

Contents

Introduction

Chapter 1. Technology education as an effective way of providing vocational education within secondary schooling

Chapter 2. Conceptualising values in technology education and formulating bases for empowerment strategies

Chapter 3. Sustainable development and education

Chapter 4. Technology education and ESD

Chapter 5. Curriculum development for ESD through technology and vocational education

Chapter 6. Teachers' capacity building case study - Russia

Chapter 7. Modernisation of Russian education

Chapter 8. Sustainable Development, the Russian way

Chapter 9. Education for sustainable development in Russia

Epilogue

Published by: Springer Science+Business Media

Language: English

Year of publication: 2009

Number of pages: 195

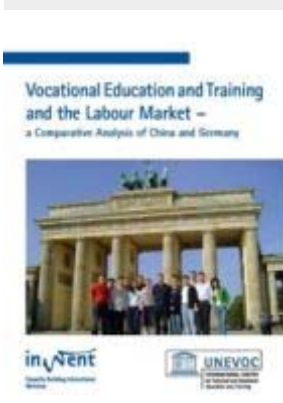
ISBN: 978-1-4020-5278-1

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Buy this book from [Springer Science and Business Media](http://www.springer.com)

VET and the Labour Market

A Comparative Analysis of China and Germany



China and Germany – two traditions, two systems, two possible solutions? Both countries are in the middle of the globalisation process and face new challenges. China is celebrated as the booming future market, and Germany is acknowledged as one of the driving forces of the European economy. To maintain this acknowledgement, the best modern technology is to be developed and the employees are to be trained in the best way possible. The TVET systems of these countries are also forced to adapt themselves to the requirements of the international market, especially the labour market.

The publication “Vocational Education and Training and the Labour Market – A Comparative Analysis of China and Germany” introduces the approaches and models of using the (vocational) education system to train skilled workers in order to meet labour market needs from both the German and the Chinese perspective, taking into account different cultural backgrounds, legal frameworks as well as historical and recent developments within the education system of both countries. The following areas are considered in detail:

- Which implications do the political frameworks of both China and Germany hold for the respective education systems and the access to the labour market?
 - How are the vocational education and training systems in both countries organized? What are the legal foundations, how are the systems structured, which role does skills assessment play in achieving labour market compatibility?
 - What are the strengths and weaknesses of both systems regarding labour market access? Which implications can be drawn from the comparison of both countries?
- The paper is of service to both researchers and vocational education professionals in the comparative study of vocational education and training in China and Germany as well as for the broader context of internationalization in the training of skilled workers for the labour market.

Authors: Alexander Schnarr, Sun Yang, Kai Gleißner

Language: English

Published by: InWent - Capacity Building International in cooperation with the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training

Year of publication: 2008

Number of pages: 48

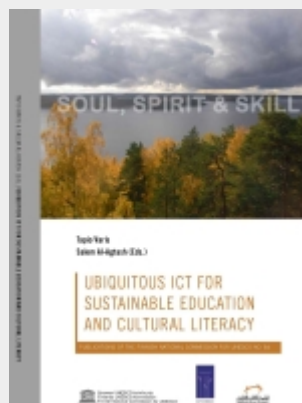
ISBN: 978-3-939394-25-9

Documents

[Vocational Education and Training and the Labour Market – A Comparative Analysis of China and Germany](#) (PDF, 615 KB)

Ubiquitous ICT

for Sustainable Education and Cultural Literacy



Editors: Prof. Tapio Varis and Prof. Salem Al-Agtash

The University of Tampere, Hämeenlinna campus, a Finnish UNEVOC Centre, the Finnish National Commission for UNESCO and the German-Jordanian University have jointly published a new report: Ubiquitous ICT for Sustainable Education and Cultural Literacy.

This publication is a product of a collected effort by international leaders and aims to offer a tool for a better understanding of the challenges of global education and cultural dialogue. It provides findings and thoughts that can contribute to enhancing the accord among nations, and to building communities that will collectively lead to sustainable education in the global context. The findings of the report may be used to guide the efforts of governments to further a better cross-

cultural understanding.

The report provides a summary of high level policy statements, research papers and practical experiences of advancing education around the world for better literacy with special reference to the Alliance of Civilizations movement, which was presented at the workshop “Ubiquitous ICT for Sustainable Education and Cultural Literacy”, Hämeenlinna, 6–7 October 2008. The seminar brought together scientists, public authorities, businesses, academics, civil society organizations and other interested groups and stakeholders to

- develop a joint understanding of the challenges of sustainable education and cultural literacy in the global context;
- identify the potential of ICT to advance and improve education;
- share knowledge and best practices about successful policies in global education;
- create venues of collaboration; and
- consolidate responsible communities for multiple literacies.

The information in this report also features the activities of the University of Tampere [UNESCO Chair in Global e-Learning](#) in the context of building a [Global University System](#) (GUS).

In addition, statements from the President of Finland, the Finnish Ministry of Education, rectors of universities, the [UN Global Alliance on ICT and Development](#), the UNESCO-UNEVOC International Centre, the European Commission, the [United Nations University](#), and the [Global eSchools and Communities Initiative](#) are featured.

The origin of this publication and the workshop lies an ongoing initiative of academics representing a consortium of institutions from Finland, Germany, Sweden, Jordan and other countries that collaborate on an EU Tempus funded project. The main objective of this project is to advance the frontiers of knowledge in ICT education as a core driver for national prosperity in Jordan. The scholars envision a collaborative atmosphere between Jordan and EU institutions to advance teaching, applied research, and staff/student exchanges, and to foster the development of high quality ICT education and relevance knowledge in a socioeconomic development context. The workshop in Hämeenlinna was financially supported by EU Tempus - Education and Training, Nokia, UNESCO-UNEVOC, the Finnish National Commission for UNESCO, HAMK University of Applied Sciences, Talal Abu-Ghazaleh Organization, and Mediamasteri Group.

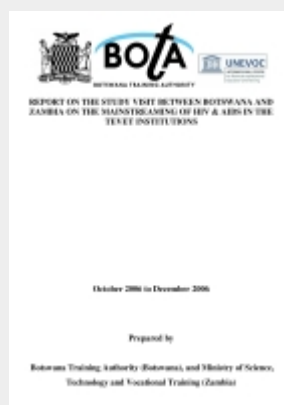
Links

[Report](#) (online)

[University of Tampere, Research Centre for Vocational Education in the UNEVOC Network Directory](#)

Mainstreaming HIV/AIDS education in TVET

Report on the study visit between Botswana and Zambia on the mainstreaming of HIV & AIDS in the TEVET institutions



Prepared by

Botswana Training Authority (Botswana), and

Ministry of Science, Technology and Vocational Training (Zambia)

This study documents the experiences, lessons learnt and challenges faced in mainstreaming HIV & AIDS in TVET in Botswana and Zambia. It also aims to come up with recommendations outlining possible areas of collaboration between the Botswana Training Authority (Botswana), and the

Ministry of Science, Technology and Vocational Training (Zambia), and provides suggestions on how the mainstreaming of HIV & AIDS in TVET in Botswana and Zambia could be enhanced.

This study was funded through the UNESCO-UNEVOC small grants programme and has provided a platform for Botswana and Zambia to share experiences in mainstreaming HIV & AIDS into the TVET sector.

Documents

[Report on the study visit between Botswana and Zambia on the mainstreaming of HIV & AIDS in the TEVET institutions](#) (online)