

UNESCO-UNEVOC Bulletin

October 2009

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No. **16**

Editorial

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Welcome to the 2nd online issue of the UNESCO-UNEVOC Bulletin. We have received a lot of positive feedback on the new format and would like to thank all of those who have contacted us with their valuable comments and suggestions. We trust that you find this web-based format the most convenient way of keeping up to date on the activities of UNESCO-UNEVOC, as well as those of the UNEVOC Network and the TVET community at large. Please do not hesitate to contact us if you encounter any problems accessing the content.

Within UNESCO at large, important changes have taken place in the area of education for the world of work. In October, UNESCO's General Conference approved a new strategy which defines the organization's work in relation to TVET over the next three biennia (2010-2015). UNESCO aims to strengthen its assistance to Member States to improve their TVET systems and practices, in line with Education for All (EFA) goal 3 relating to "appropriate learning and life

skills." Under the new strategy, the work of UNESCO in the area of TVET will focus on three core areas:

1. Provision of upstream policy advice and related capacity development;
2. Conceptual clarification of skills development and improvement of monitoring; and
3. Acting as a clearinghouse and informing the global TVET debate.

Several aspects of the strategy are of particular importance to the UNESCO-UNEVOC International Centre, in particular the UNEVOC Network. For example, in the area of providing upstream policy advice and developing capacity at the country level, it is aimed, among other things, to establish coherent and cooperative multilateral approaches that involve "the existing UNESCO regional networks and the UNEVOC networks worldwide" and stress "South-South, South-North and South-South-North cooperation".

Within the UNEVOC Network, it is aimed to identify "more regional centres of excellence such as the [National Centre for Vocational Education Research](#) (NCVER, Australia) and the [Korea Research Institute for Vocational Education and Training](#) (KRIVET, Republic of Korea)". These centres of excellence have a special status in the UNEVOC Network and support and complement UNESCO's work in TVET. KRIVET, for example, is sponsoring an activity this year in line with South-South cooperation that seeks to assist Central Asian vocational educators in developing qualification frameworks for TVET. I invite leaders of UNEVOC Centres to consider whether they would like to be included in this special category of UNEVOC Centres, which is reserved for leading institutions with wide-ranging expertise in TVET and with the ability for international collaboration and providing support to UNESCO to realize the common goal of achieving the continuous improvement of TVET.

In the new TVET strategy, attention to the UNEVOC Network is also given in the context of UNESCO's clearinghouse function. The strategy aims to "revamp the global UNEVOC networks, which are composed

of government ministries and research and training institutions, to serve as a useful platform for cooperation and information-sharing to improve TVET across the world.”

The new strategy gives TVET priority in UNESCO's work in the area of education over the next three biennia. The success of the implementation will not only depend on efforts on the part of UNESCO, but also on the collaboration of the beneficiary countries. For more information, you can access the full text of the strategy on the UNESCO website at <http://unesdoc.unesco.org/images/0018/001833/183317e.pdf>.

I would like to recognize the efforts of UNEVOC Centres in sharing information, organizing activities and raising funds for activities and North-South collaboration. In August, the [Centre for Flexible Learning, Municipality of Soderhamn](#) (one of two UNEVOC Centres in Sweden), received financial support of 100,000 Euros for the first year and additional funds for the following three years from the regional body responsible for the European Social Fund in Gavleborg county (Sweden) in order to advance cooperation and collaboration within the UNEVOC Network. Other UNEVOC Centres, such as the [Dublin Institute of Technology](#) in Ireland, the [University of Tampere](#) in Finland, and the [Otto von Guericke University Magdeburg](#) in Germany have also raised funds which they have used to support the organisation of seminars for the benefit of educators from UNEVOC Centres in developing countries. Some experts from these institutions have offered to contribute to the effort of establishing a TVET Best Practice Clearinghouse. These initiatives, which are very much in line with the new UNESCO TVET strategy and its emphasis on North-South and South-South collaboration, are very encouraging, and I look forward to working with these institutions.

We are delighted that UNEVOC Centres from around the world have responded positively to our latest call for articles. Along with latest news from the UNESCO-UNEVOC International Centre in Bonn, you can find their articles and updates in the section “News from UNEVOC Network Members” of this Bulletin.

In late June, the [International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Learning](#) was published. It took some 218 authors from developed and developing countries, from the fields of policy, practice and research, to produce a manuscript of 1.2 million words and a total of 197 chapters. The 6-volume International Handbook is part of the larger UNESCO-UNEVOC International Library of Technical and Vocational Education and Training, which consists of two Handbooks, a Book Series and various other types of publication. For more information about all titles that were published in the past few months, please see the section “New Publications”.

The current issue of the Bulletin also features a UNEVOC Forum article: “Technical and Vocational Education and Training (TVET): A Brief Study of the Role of Enterprises, Government and NGOs” by Stephen Murray, Director of the Carlyle Institute. You can access the Forum in the section “New Publications”.

On behalf of the entire UNESCO-UNEVOC team, I wish you pleasant reading.

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The UNEVOC Network

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News from UNEVOC Network Members

Non-Formal Training in Ethiopia

Non-Formal Training Bakes Bread for Desperate Youth



In 2000, I was supervising a baseline survey related to HIV/AIDS, and data collectors took me to a randomly selected house. There, I witnessed five young women who were struggling to make ends meet on the streets, but their situation was destitute. Witnessing such abject living conditions hit home with me because they are all too common occurrence among the very poor.

I decided at that point to initiate a project that would create economic and educational opportunities for young Ethiopians who have been exposed to health and economic hardships, especially those with the highest probability of exposure to HIV and AIDS. These young people are wasting their prime time struggling to survive with no opportunity to make it to high school. I strongly

believed providing the appropriate skills training would make the youth productive and self-sufficient.

I focused on the town of Hawassa, one of the towns where HIV and AIDS prevalence is high.

As I was preparing a proposal for the project, I met a man who was born in Ethiopia but now lives in the United States. He was very interested in the project proposal for Hawassa and agreed to rally his friends to raise the necessary funds upon his return to the United States.

Dedication of these people resulted in the creation of the non-profit organization Young Ethiopians Self-Sufficiency Enhancement and Re-education Association (YESSERA). The acronym YESSERA means "let us work" in local language. YESSERA's vision is to empower Ethiopian youth to transcend their limitations and realize their dreams through acquiring skills that serve the communities they live in. YESSERA focuses on youth in particular, because youth unemployment is rampant, and many are struggling to survive.

Thanks to the commitment of YESSERA members and partners, enough funding was raised to send 33 young, impoverished high-school dropouts (12 from Hawassa, 11 from Debre Berhan and 10 from Bekoji) to a vocational training school and to provide them with funding to start their own business.

Graduates from Hawassa established the "Hawassa YESSERA Construction Association", which manufactures hollow blocks and now employs 39 people. It has won regional and national awards and recognitions. Other graduates have secured employment in private companies, NGOs and international organizations. YESSERA trainees from Bekoji (home of the world famous athlete Kenenisa Bekele) are currently in the process of establishing the "Bekoji YESSERA Construction Association".

Moreover, YESSERA USA has been collaborating with local partners to forge ahead its vision of supporting Ethiopian youth to be self-sufficient. YESSERA is now focusing on its long-term goal of establishing a vocational training centre to scale up opportunities to young people nationwide.

Facilitation of accommodation, meals and social activities of the trainees during the original training programme was handled by my wife (Aselef Alemu) while they were attending the programme in Addis Abeba. She has been providing her service unpaid. I highly appreciate my family's support in this project and would be very happy if others establish this type of project in their countries.

Links

[YESSERA website](#)
[Ministry of Education](#) (UNEVOC Network Online Directory)

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This article was submitted by Dessalegn Mulaw Yehuala, Head of TVET System Reform and Capacity Building, Ministry of Education, Ethiopia (a UNEVOC Centre)

The making of an Indo-Fijian anthology



First the germ; the seed: A chance meeting between an Indo-Fijian filmmaker and an officer of an art house in Sydney, Australia.

A chance meeting led to a formal invitation of the filmmaker to Casula Powerhouse to discuss the possibility of a documentary film about the doubly-displaced Fiji Indians in the Liverpool area of Sydney, where the community constitutes the largest migrant population.

Through the deliberation it was realized that, initially, a book on the plight of Fiji Indians might throw up more varied themes for exploration in the film medium later. Fiction could be a good form for grappling with the complex issues of movement of cultural products, goods and capital to a new location and the creation of new alliances.

It was agreed that the proposed publication should engage the Indo-Fijian community in some significant way, and writing might be generated through a series of workshops at Casula Powerhouse. Funding for the publication was to be sought from NSW Arts and the Australia Arts Council. Casula Powerhouse agreed to be the book's publisher.

That in brief is the genesis of *Shifting Location* (2009)—an anthology of writing by Indo-Fijian writers on the subject of moving from one's homeland and establishing roots in a new location.

I was appointed the editor of the proposed book. Exactly thirty years ago, I had edited the first anthology of writing by Indo-Fijians entitled *The Indo-Fijian Experience* (1979). It was a commemorative publication celebrating one hundred years of the presence of people of Indian origin in the Fiji Islands.

That publication had come about in a different historical circumstance: Fiji had gained political independence in 1970; it was time of great optimism as Fiji set out to set up an ideal multicultural society, 'the way the world should be'; and the newly established university provided the opportunity for raising the levels of higher education and for fostering intellectual and cultural debates. The book was meant to demonstrate how the interplay of history and literature was producing new self-definition. The Indo-Fijian writers in the community were engaged in creating works of fiction that they hoped would contribute to a grand narrative about the nation.

It is a great paradox of history that thirty years later, I was called upon to edit another book that was to be about displacement and dislocation. Since the 70s, Fiji's social and political life has been vastly transformed through the traumatic experience of a series of coups and their aftermath.

Some 120,000 Fiji Indians left Fiji after the 1987 coups. The largest group, about forty per cent, settled in Australia. Many of them weren't willing migrants or exiles. Some of them boarded an airplane for the first time. For the majority, Fiji hasn't ceased to be their home: they form a classic example of a diasporic people living in one country and forever dreaming of another.

The Indians of Fiji had swiftly transformed into global souls; they now travel frequently from Australia to Fiji, and further abroad to visit relatives in New Zealand and Canada. India, lost to them for generations since indenture, took on a real shape and meaning: many of them have re-established contact with the villages from where their forefathers had migrated as indentured workers.

The coups in Fiji have given rise to many different kinds of narratives, written and unwritten. *Shifting Location* anthologizes part of the troubled story of the descents of the indentured Indians coming to terms with their new situation.

Support for literature isn't easily forthcoming in any community. We sent out letters explaining our project to prominent member of the Indo-Fijian community. We received a couple of favourable responses: a businessman gave stationary and attractive folders for the workshops, and a cultural organization placed its signature to the application for funds.

Our application received a positive response from the NSW Arts. With that, things started to move for us. The established writers, many of whom had contributed to the *Indo-Fijian Experience*, readily promised to write for the new book. And a handful of new writers came to the workshops. They were from diverse backgrounds and included a gynaecologist, a filmmaker, a yoga teacher, and students who had recently graduated from universities in Sydney.

The presence of an experienced journalist/creative writer from Fiji brought in added expertise to the workshops, where we read each other's writing and helped in realizing the full imaginative potential of the pieces. Modern technology, namely email, kept us connected during the editor's six months sojourn in India as a visiting professor. In fact, the most productive part of the editing exercise was done through email.

The anthology took almost a year to come together. It now seems almost magical how the contributions evolved into a book that depicts a complex human phenomenon, encompassing themes of exile and identity, ambivalence and contradiction in the new location, memories of homeland, coming to terms with cultural heritage and embracing the new reality. The range of writing is equally varied, from autobiographical and realistic stories to prose poem and fabular fiction.

There are altogether fourteen pieces in the book, four by women authors. The main protagonist in the book is Fiji itself. The imagination of all the writers is anchored in Fiji and their lost origin.

For most Indo-Fijian writers, reclaiming Fiji is the first necessary step towards coming to terms with the new predicament after the coups and dealing with the problems of belonging and not belonging, cultural continuity and living in multiple identities.

*Subramani is a Visiting Professor in Literature at the Fiji Institute of Technology (a UNEVOC Centre). **Shifting Location** is published by Casula Powerhouse in Sydney, and it is distributed by the Fiji Institute of Technology Bookshop, P.O.Box 3722, Samabula, Suva Fiji.*

Links

[Fiji Institute of Technology](#) (UNEVOC Network Online Directory)

Promoting Good Practice in TVET



In the recent past, two UNEVOC conferences have been held in Africa: the [“UNESCO-UNEVOC Sub-Regional Seminar: Sharing of Best Practices and Innovative Solutions”](#) (Mbabane, Swaziland, September 2008) and the conference / seminar [“Reforming TVET in Southern and Eastern Africa”](#) (held in Maputo, Mozambique, in July 2009).

These two events are notable not only because they provided opportunities for networking and future collaboration, but also because they had very interesting outcomes. For example, it was realized that there is a lack of good practice examples in TVET in general, and in the African region in particular, and that TVET policy makers and practitioners are often not aware of existing good practices in TVET. To this end, there was a general consensus among the participants

regarding the urgent need to make exemplars readily available and accessible to all involved in TVET, and a unanimous agreement regarding the need to encourage the UNEVOC Centres to contribute effectively to the identification of best practices.

The UNESCO-UNEVOC International Centre followed up this identified need by launching a project designed to establish a “TVET Best Practice Clearinghouse” (TVETBPC). The Centre has requested a number of those who participated in the conferences to become pioneers of this project by harnessing, documenting and evaluating best practices in TVET.

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

Links

[Moi University](#) (UNEVOC Network Online Directory)

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First graduation ceremony

Merawi Technical College, Northern State, Sudan



On 18th August 2009, Merawi Technical College, Northern State, Sudan, celebrated its first graduation ceremony. One hundred and eighteen students graduated after completing a three-year course with a diploma in the following specializations:

- Electrical Power Generation;
- Mechanical Production;
- Networks and Electrical Connections;
- Computer Systems; or
- Agricultural Production.

All the above specializations are in great demand by the labour market and the obtained diploma will hopefully enable all graduates to be recruited in the public or private sectors in Sudan.

The graduation ceremony was attended by the President of Sudan, the Minister of Higher Education, the Governor of the State, the President of Technical Education Corporation, and by the families of the graduates.



At the moment, there are 19 technical colleges in all states of Sudan, with graduates in nine colleges. Most graduates have taken up self-employment or have been recruited in the public and private sectors.

Links

[Ministry of Higher Education and Scientific Research, Technical Education Corporation](#) (UNEVOC Network Online Directory)

Contact

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The development of vocational training for adults

in Sweden in the last fifteen years



Since the early 1990s, when Sweden was in the throes of a deep recession, adult vocational education has been a key element in the national labour market policies to fight unemployment.

This longer article (therefore only available in PDF format), provides an overview of the development of vocational training for adults in Sweden over the last 15 years.

Documents

[The development of vocational training for adults in Sweden in the last fifteen years](#)

Links

[The Guidance and Learning Centre of Kristianstad](#)

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TVET innovations and success stories

UNEVOC U.S. Centre on Education and Training for Employment



CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT
COLLEGE OF EDUCATION
AND HUMAN ECOLOGY

The Center on Education and Training for Employment (CETE) is the first UNEVOC Network member in the USA. CETE engages with state, national, and international clients from education, governmental agencies, organized labor, and public and private entities to:

- Generate knowledge useful for understanding workforce development;
- Develop, implement, and evaluate workforce development programs and policies that are informed by best practices and research;
- Develop workforce development leaders who serve in a variety of roles and contexts; and
- Provide technical assistance in ways that will positively influence the actions of educational professionals, organization managers, and scholars involved in developing the current and future global workforce.

As a university-based research and development centre, CETE has access to the foremost authorities on

workforce development and related fields to fulfil its mission.

The Centre conducts seminars institutes to train persons to be facilitators of the DACUM process. DACUM job/occupational analysis process (DACUM stands for “Developing a Curriculum”) has proven to be a best practice example for many reasons. It has been demonstrated as being a very effective, quick, and low-cost process for use at the secondary and especially at the postsecondary levels. It is a way of involving business and industry in a substantive way to answer the question of “What should be taught in TVET programmes?”

DACUM meets the needs of industry by directly involving expert workers from any job or occupational area to accurately specify the tasks (competencies) needed by employers, and it can be used with skilled, technical, supervisory, and management positions, usually eliciting strong support from the employers for the training programme.

The DACUM process has been used by educators in over 40 countries. It is a very effective way of involving practitioners who are expert at what they do to identify the knowledge, skills and behaviours that should be taught to TVET students. Due to the involvement of local employees, it customizes the curriculum to their needs.

Teaching what really should be taught has a very positive influence on providing demand-driven knowledge, skills, and behaviours, hence increasing the student's chance of employment and success in the workplace.

A second process that the CETE has used with much success is the SCID (Systematic Curriculum and Instructional Development) process. This week-long workshop process takes trainees through conducting training needs analysis, task verification, task selection, task analysis, clustering tasks into competencies, and the development of learner-centred, competency-based instructional materials. The materials developed usually include learning guides (modules) and job aids. Each participant is individually mentored to develop an instructional package on a task or competency of his/her choosing. The last day of the workshop is devoted to a discussion of program implementation and evaluation procedures.

A third process that has worked well and has been used extensively is competency assessment development and a Webxam online delivery system. Using blueprints from a job/occupational and task analysis, assessment tests are developed for measuring student competency attainment and certification. The assessments developed are written, reviewed, and validated by subject-matter experts who are highly regarded in their fields under the guidance of trained staff members.

Our experience includes the development of objective and performance-based assessments for programmes related to a wide array of careers. An online assessment delivery system is used because of its numerous advantages over paper-pencil systems such as: security, immediate feedback, and various reporting options.

The Webxam system is being used to administer state-wide exams that assess student knowledge in Ohio's TVET programmes and also hosts exams for certification programs nationwide.

A common examination is a 100-item multiple-choice end-of-program exam, but a series of shorter modular exams (20 to 30 items) can be designed to use as material and is covered throughout a two-year occupational programme.

The Centre conducts Test Development Workshops to train TVET educators to use job analysis information to create assessments.

Links

[UNESCO-UNEVOC U.S. Centre on Education and Training for Employment](#) (UNEVOC Network Online Directory)

Contact

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Senior Secondary TVET in Uzbekistan

Information on the activities of the Institute for Training and Retraining of Personnel of Secondary Specialized and Professional Education System



The Institute for Training and Retraining of Personnel of Secondary Specialized and Professional Education System is a UNEVOC Centre in Uzbekistan.

The Institute's mission is the improvement of the professional skills of the managerial personnel and experts in the area of senior secondary special vocational training in line with national requirements and the needs of the labour market. In particular, the Institute trains

- Experts and regional managers of senior secondary special

vocational training institutions;

- Directors of academic lyceums and professional colleges;
- Deputy directors of vocational institutions;
- Heads of branches;
- Senior teachers; and
- Psychologists.

In both 2007 and 2008, around 1400 managerial staff and 210 experts passed the Institute's courses of pedagogical retraining.

The Institute, which has 128 permanent staff, has 16 classrooms (including 3 computer labs), 2 assembly halls, 1 laboratory, an information/resource centre, and a hotel with 200 beds. It participates in following international projects:

- An InWEnt – Capacity Building International activity on improving the professional skills of practitioners in the area of higher and senior secondary vocational training;
- The Uzbek-German project – Training of adults - preparation Androgog ;
- The Uzbek-Swiss project – Development of professional skills ;
- The GTZ-funded programme – Vocational training in the area of information and communication technologies focused on the requirements of the labour market .

The rector of the Institute for Training and Retraining of Personnel for Senior Secondary Vocational Education is Professor Rashidov Hikmatilla Fathullaevich. The pro-rector on educational and scientific work is Doctor Zakirov Gafur Tahirovich.

Links

[Institute for Training and Retraining of Personnel of Secondary Specialized and Professional Education System](#) (UNEVOC Network Online Directory)

Contact

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UNEVOC Network Meetings

Reform and Development of TVET

UNEVOC sub-regional conference-cum-seminar, Maputo, Mozambique, 15 -17 July 2009



The UNESCO-UNEVOC International Centre held a sub-regional conference –cum- seminar on the reform and development of TVET at the Centro de Conferencia Joaquim Chissano in Maputo, Mozambique, on 15-17 July 2009. The seminar was jointly organised with UNESCO Maputo and Magdeburg University in Germany (a UNEVOC Centre). Also, institutions such as Universiti Pedagogic Maputo, the UNEVOC Centre at Ohio State University (USA), UNESCO Harare, UNESCO Windhoek, and the Southern African Development Community (SADC) provided various forms of support.

There were 117 participants at the seminar, which can be divided into three groups, namely:

- Mozambican vocational educators and planners and teachers;
- Regional experts and leaders in TVET, including chief executive officers of TVET authorities; and
- International experts.

The different groups included vocational educators and researchers belonging to UNEVOC Centres in their countries. Also, there were participants from NGOs and industry- related entities. The diversity among the participants made for rich and wide-ranging discussions and exchanges during the seminar.

Questions about the reform and development of TVET and associated learning were treated in both plenary and breakaway sessions and focussed on the following themes:

- TVET policy and curriculum reform and development;
- Improving access to, equity in and quality of TVET;
- Innovation and best practice in reform and the development of TVET;
- Training of technical and vocational teachers;
- Distance education in TVET;
- Blended learning; and
- Strategies for international cooperation and collaboration.

Learning occurred from the keynotes and thematic presentations, which were followed by moderated discussions, questions/answers and various expositions. In the breakaway sessions, there was in depth treatment of country and school experiences, practices, and exemplars relating to effective strategies for reforms and development of TVET, e.g.

- Qualification frameworks and reform and development of TVET;
- Vocational teacher training;
- Research;
- Lifelong learning perspectives;
- Recognition of prior learning and indigenous knowledge and skills;
- Blended learning approaches; and
- Utility of the UNEVOC Network in the reform and development of TVET.

Activities and strategies for follow-up and possible collaboration and cooperation were identified.

Conclusion

A lot of learning occurred. The seminar provided insights into various aspects of TVET reform. The participants went away with a better understanding of the value of an effective national UNEVOC Network, how the utilization of the broader UNEVOC Network was beneficial to TVET planners and leaders, and how it made it unnecessary to reinvent the wheel in addressing the development and innovation of TVET.

[Conference Summary by Frank Bünning \(Otto-von-Guericke-University Magdeburg\) and Claudia Kalisch \(Rostock University\)](#)

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General Developments

Current Membership: 1,265

Messages: From 1-9/2009, 745 messages have been distributed via the e-Forum.

Recent Discussions (July-September 2009)

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

Relevance of education

Discussion on the development of good quality and relevant TVET.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=787>

VET and Status

Discussion on how TVET can face the challenge of student's negative views of technical versus academic education. Includes research report from Australia on the attitudes of high school students to TVET.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=775>

Training standards for vocational diploma trainees

Discussion on standards for on-the-job training, with a substantial contribution on occupational competencies.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=788>

Methods and tools of identifying and gathering skill gaps

Information on how to identify potential skills gaps of technician students.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=756>

Effectiveness and Efficiency in TVET

Information about quality guidelines for TVET and TVET institutions.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=752>

TVETipedia

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

TVET in Malaysia

The article was originally created by Mohd Noor Bin Hashim and provides an overview of TVET in Malaysia, including recent developments in the skill training sector, the SKM Qualification Framework, the National Dual Training System (NDTS), NOSS and NOCC, and the Malaysian Qualification Framework (MQF).

more: <http://www.tvetipedia.org/Malaysia.html>

TVET in Egypt

This article, authored by Venus El Genedy, describes TVET in Egypt and in particular the Mubarak-Kohl Initiative (MKI) as well as efforts GTZ.

more: <http://www.tvetipedia.org/Egypt.html>

International Standard Classification of Education (ISCED)

The 1997 'International Standard Classification of Education (ISCED97)' is a classification system that provides a framework for the comprehensive statistical description of national educational systems. It is a methodology that translates national educational programmes into internationally comparable levels of education.

more: <http://www.tvetipedia.org/International Standard Classification of Education.html>

Curriculum Development in TVET

Meeting the Demands from Business and Industry



On 15-27 June 2009, a training programme organized jointly by [SEAMEO VOCTECH](#) and UNESCO-UNEVOC on “Curriculum Development in TVET: Meeting the Demands from Business and Industry” took place in Bandar Sri Begawan, Brunei Darussalam.

Twenty education policy-makers and practitioners from 10 countries in Southeast Asia (Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam) participated in the programme, which stressed the importance of integrating education for sustainable development (ESD) issues into TVET curricula. The training focused particularly on industry- and competency-based curricula that are responsive to the current labour market needs.

Outcomes of the programme

The participants of the training programme are now able to carry out the following tasks:

- Analyze the conditions of and trends in existing TVET curricula in the Southeast Asian region;
- Explain the different processes of how to conduct industry-based curriculum development;
- Identify the needs of business-/ industry-based organizations in terms of work-related competencies/skills to be acquired by the labour force;
- Demonstrate the procedures of conducting task/job analyses;
- Demonstrate the processes of developing performance standards;
- Design sample curricula; and
- Develop a plan of action for implementation in their respective workplaces.

Documents

[Summary report](#)

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Entrepreneurship Education

Entrepreneurship Education in the Arab States



First project component well underway

UNESCO-UNEVOC and the UNESCO Offices in Beirut and Amman are working with the [National Centre for Human Resources Development in Jordan](#) (a UNEVOC Centre) on the implementation of the first component of a project entitled “Entrepreneurship Education in the Arab States”. This four-year activity (2009-2012), which is funded by the [StratREAL Foundation](#) (UK), aims to support Arab countries in the development of educational policies that aim to include the concept of “entrepreneurship” in their formal education systems.

Component I of the project identifies, understands and systematizes examples of good practice that already exist in the region, but whose outcomes are not widely known. In addition, the status of entrepreneurship education in the educational systems in Egypt,

Jordan, Oman and Tunisia are assessed. On 17-18 August 2009, the research team that is conducting the case studies met at the premises of NCHRD in Amman to finalize the framework for the studies. The first draft of the case studies will be available in December 2009. A regional synthesis report will be prepared in Arabic and English by the end of March 2010. It will be an important input for countries that aim to develop strategic plans for the incorporation of entrepreneurship education into their educational systems and will be disseminated in the region and beyond.

Links

[UNESCO and StratREAL Foundation sign partnership agreement on entrepreneurship education](#)

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ICTs in TVET

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Promoting TVETipedia in Asia



On 3-5 September 2009, a UNESCO-UNEVOC consultant visited the Philippines to advise on the UNESCO-UNEVOC online services in support of TVET in the Asia Pacific region and to receive feedback on the usability of [TVETipedia](#) as a tool for collaboration for the international TVET community, as well as for the sharing of information, knowledge and examples of best practices.

An experts meeting was organized by and took place at the premises of the [Colombo Plan Staff College \(CPSC\)](#). CPSC, which is an important UNESCO-UNEVOC partner in the region, had invited twelve high-level TVET specialists from various organizations based in the Philippines with the aim of introducing

TVETipedia and receiving comments and suggestions on the portal's further development from the experts.

In addition, several formal and informal meetings were arranged with the CPSC staff, its director Prof. Shyamal Majumdar and others to discuss strategies to support UNEVOC Network members through the further development of the UNEVOC online platforms.

During the visit, a pilot project to produce and distribute one-minute TVET video clips on critical professional skills was launched at [Western Visayas College of Technology & Science \(WVCT&S\)](#), a UNEVOC Centre) in Iloilo City. A strong demand for visual instructional components to be used in TVET has been voiced in the region. Especially in areas without Internet connection and/or computers, video material is useful.

The visit was very successful and provided the UNEVOC web team with many useful inputs in the further development of the online services. The team is now discussing approaches to implementing the suggestions.

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Advancing TVET in Georgia through the Use of ICTs

International Seminar in Tbilisi, Georgia, on 7-8 September 2009



The International Seminar on Advancing TVET in Georgia through Enhancing the Use of ICTs took place in Tbilisi, Georgia, on 7-8 September 2009. The seminar aimed at guiding TVET institutions in Georgia in the preparation and development of strategies to enhance the use of ICTs for active learning in TVET.

The 26 participants at the meeting included the Georgian Deputy Minister of Education for TVET, representatives of the [Information Technologies Vocational Education and Training Centre](#) (UNEVOC Centre in Georgia), directors of TVET institutions from the different parts of Georgia, representatives of the UNEVOC Centres [University of Tampere, Research Centre for Vocational Education](#) (Finland) and the [German Federal Institute for Vocational Training](#), representatives from [Capacity Building International](#) (InWEnt, Germany) and [CISCO](#)

[Networking Academy](#), as well as a Dutch expert in the area of ICTs in TVET and a staff member of UNESCO-UNEVOC.

Key issues addressed at the seminar included:

- New teaching and learning techniques through the use of ICTs;
- New teaching and learning resources for use in institutional and workplace settings through the use of ICTs;
- Linking curriculum, instruction and assessment through the use of ICTs; and
- Infrastructure support for ICTs in TVET.

Good and innovative practices and experiences from various countries as well as from Georgia were shared, participants were introduced to useful information sources, and national strategies for enhancing TVET through the use of ICTs were discussed, as was further follow up and cooperation with the international organizations that were represented at the seminar.

The meeting was co-organized by the [Information Technologies Vocational Education and Training Centre](#) and the UNESCO-UNEVOC International Centre, with support of the [Ministry of Education and Sciences of Georgia](#).



Documents

[Seminar Report](#)

Contact

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TVET and E-Learning Conference in Amman



On 12-13 October 2009, a conference entitled "Challenges of TVET in Arab Countries – Innovation through E-Learning" was held in Amman, Jordan.

Around 135 experts from 13 Arab and European countries participated in the conference, which was organized by InWent – Capacity Building International, together with the European Training Foundation (ETF), UNESCO-UNEVOC, and partner organisations from Egypt (Productivity and Vocational Training Department) and Jordan (Vocational Training Corporation).

In his opening speech, His Excellency Mr. Ghazi Shbeikat, Minister of Labour of Jordan, emphasized the need for labour market orientation of vocational training to fight the high rate of unemployment in Jordan. He pointed out the important role of information and communication technologies (ICT) and e-learning play in this regard.

Dr. Luiz Ramalho, Director of the Department of Sustainable Development of InWent, highlighted the successful cooperation between InWent and the private sector and stressed the importance of integrating issues of sustainability into TVET systems.

During the conference, the Internet-based "TVET-Portal – The Arab Gate to TVET" was launched. This portal was developed and implemented by participants of a long-term InWent training programme that took place in Germany. The portal is in Arabic and English and aims to support TVET professionals (managers, teachers, instructors, etc.) in all Arab countries. It offers a variety of relevant information as well as possibilities for discussion and communication amongst its users.

In plenary and working group sessions during the conference, multiple issues concerning the implementation of e-learning in TVET were discussed, including e-didactics, open source software, teacher training and many others.

During the session on "Enhancing Regional and International Cooperation through Learning Communities/Communities of Practice", a representative of UNESCO-UNEVOC introduced the UNEVOC e-Forum and the TVETipedia portal.

Links

[Conference Website](#)

[Arab TVET Portal](#)

Photo: (c) InWent Germany

TVET and ESD

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Re-orienting TVET Policy Towards ESD

International Experts Meeting, Berlin, 26-28 August 2009

"Quality TVET has a very important role in achieving education for sustainable development"

The International Experts Meeting on "Re-orienting TVET Policy Towards Education for Sustainable Development (ESD): A Building Block for Education for All (EFA)", took place in Berlin, Germany, on 26-28 August 2009. It was organized jointly by the [Colombo Plan Staff College for Technician Education \(CPSC\)](#), [Capacity Building International \(InWent\)](#) and UNESCO-UNEVOC.

Building on the results of the [March 2009 Bonn ESD World Conference](#), this international TVET experts meeting aimed to function as a catalyst for the integration of sustainable development focused objectives, themes, strategies and operating procedures into TVET policies, programmes and practices.

The discussions at the meeting, which involved senior level government officials, TVET policy makers, and education officers from the Asia-Pacific Region (namely Bangladesh, Thailand, Sri Lanka, Philippines,

Pakistan, Nepal, India, Myanmar, Maldives, Malaysia, Papua New Guinea, the Fiji Islands and Mongolia), focused on the following ESD concerns:

- Creative methods to expand awareness, meaning and scope of ESD through multi-stakeholder dialogue;
- Strategies for inclusion of non-formal and informal learning in the context of sustainable development;
- Means for incorporating ESD in TVET (including the training of leaders in business and industry to form values towards corporate social responsibility); and
- Ways to create greater synergy and networking among representatives of SD-related institutions of governance and learning.

The outcomes of this special programme were:

- An increased understanding of the importance of TVET for ESD in line with the goals of EFA;
- A set of lessons from leading practices in ESD;
- Plans for further advancing TVET for ESD; and
- Study visits of relevant institutions and industries in Germany.

Country Presentations and Papers available on the website

<http://www.unevoc.unesco.org/article/Meeting+Reorienting+TVET+Policy+towards+ESD+Berlin+2009.html>

Keynote Presentations

- [Innovative Practices in TVET for ESD: German Experience - Dr. Klaus-Dieter Mertineit, Institute for Environmental Protection in TVET, Hannover, Germany](#)
- [TVET for the second half of the United Nations Decade of Education for Sustainable Development - Ms Naing Yee Mar, Programme Officer, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, Bonn, Germany](#)
- [Major Challenges in Integrating Sustainable Development in TVET II Prof. Dr. S. Majumdar, Director General, Colombo Plan Staff College, Manila, Philippines](#)
- [TVET in ESD, InWent - Dr. Harry Stolte, Head of Division - Modern Media and Development of Vocational Training Curricula, InWent, Bonn, Germany](#)

Other Documents

- [Programme Book](#)
- [List of Participants](#)
- [Final Report](#)

Links

- [DESD Key Finding and way forward 23March09](#)
- [UNESCO Website - ESD](#)

Contact

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Public-Private Partnership in TVET in the Philippines



The Western Visayas College of Science and Technology (a UNEVOC Centre in the Philippines), Visayas Centre, and the Colombo Staff Plan College jointly organized an in-country seminar on “Public-Private Partnership: An Emerging Strategy in Technical Vocational Education for Sustainable Development in the Midst of Global Crisis”. The Seminar took place at the premises of the Western Visayas College of Science and Technology in Iloilo City, Philippines, on 21-22 May 2009.

The seminar aimed to identify common approaches and innovations in public-private partnership (PPP) to improve TVET, as well as to motivate public and private organizations and agencies to

partner with TVET institutions to improve services, equitable access to TVET and improved learning outcomes.

The report of the seminar has been published and is available for download.

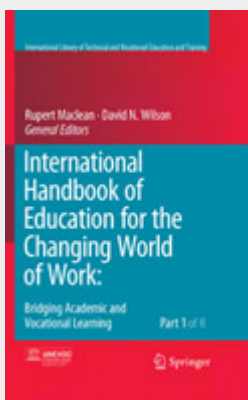
Documents

[Report](#) (PDF, 805 KB)

New Publications

International Handbook

of Education for the Changing World of Work: Bridging Academic and Vocational Learning



Editors:

Rupert Maclean and David N. Wilson

Associate Editor: Chris Chinien

Springer 2009

ISBN: 978-1-4020-5280-4

e-ISBN: 978-1-4020-5281-1

English

This 6-volume Handbook is a reference tool that provides information on technical and vocational education and training (TVET) models from all over the world and includes reflections on good and innovative practice as well as case studies. The Handbook aims to address the various developments that have occurred in TVET and provide pointers to improvements in the field. It is particularly relevant today as TVET faces major structural changes posed by the move towards the knowledge-based economy ushered in by new information and communication technologies. Traditional occupations and apprenticeships are affected as the boundaries between manual and mental work fade, and the rapid changes in the globalized economy make the life-long acquisition of skills relevant to the labour market essential for all.

The Handbook covers in detail much of the latest developments in technical and vocational education and training (TVET), with focus on topics such as: TVET policy and reform; financing TVET systems; TVET teacher education; assessment in TVET; TVET research and curriculum development; participation in formal TVET programmes; regional TVET profiles; information and communication technologies in TVET; TVET for youth and in ageing societies; TVET in the informal sector and in countries in post-conflict situations.

Some 200 TVET experts explore the prospects and challenges in each of these areas from diverse perspectives. The authors are from developed and developing countries, UN agencies, universities, national and international research centres, training institutions, national and international statistical offices and ministries of education.

Written for researchers, practitioners, policy-makers in vocational education, professional development, adult education and lifelong learning

Excerpts available on UNEVOC website.

Order

Order the International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Learning from [Springer Science+Business Media](#).

Contact

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Vocational Higher Education in Japan and Korea

UNESCO-UNEVOC Discussion Paper 4



The UNESCO-UNEVOC Discussion Paper “The Changing Status of Vocational Higher Education in Contemporary Japan and the Republic of Korea” provides an overview of vocationally-oriented higher education institutions in Japan and South Korea, known as *senmongakko* and *jeonmun daehack* respectively. These institutions were surprisingly competitive against universities in the 1990s and early 2000s, although they currently seem to be losing this competitive edge, mainly due to the increasing vocationalisation of the curriculum in the mainstream universities. Despite their significance for understanding the higher education systems in both Japan and South Korea, very little (and virtually nothing of an academic nature) has been published about the vocationally-oriented higher institutions. This Discussion Paper seeks to locate *senmongakko* and *jeonmun daehack* in a historical, comparative and organisational framework.

This paper appears as the fourth volume in the UNEVOC Discussion Paper series, which is part of the [UNEVOC International Library of TVET](#) – an extensive publications programme prepared by the UNESCO-UNEVOC International Centre.

Authors: Roger Goodman, Sachi Hatakenaka and Terri Kim

Language: English

Published by: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training

Year of publication: 2009

Number of pages: 24

ISBN: 978-92-95071-04-9

Documents

[The Changing Status of Vocational Higher Education in Contemporary Japan and the Republic of Korea](#) (PDF, 1125 KB)

Linking Vocational Training with the Enterprises

Asian Perspectives

Co-ordination mechanisms between TVET and enterprises in different economic sectors are eminently important for the relevance of TVET to both employers and job seekers. Such mechanisms, linkages and “bridges” between training providers and companies cannot follow one uniform design or format under different economic, social and cultural circumstances. In addition, there are a multitude of stakeholders in training, with varying and sometimes conflicting interests, objectives and priorities; and these stakeholders are not the same in every country.

Linking Vocational Training with the Enterprises – Asian Perspectives



In 2007, the Vietnamese General Directorate for Vocational Training (GDVT) organized a workshop in order to establish closer links between training providers and companies in the various sectors of the Vietnamese economy. One of the leading ideas was to scrutinize the Vietnamese experiences and examine them against those in neighbouring countries which have some cultural features in common with Vietnam: Thailand, the Peoples' Republic of China and the Republic of Korea. In addition, experts from a country well-reputed for linking company- and school-based TVET, namely Germany, were

invited, which enabled the participants of the workshop to take part in a captivating dialogue between different cultures about the varying approaches and the solutions found in the Asian and European contexts. This offered food for thought about what TVET in Vietnam might ideally look like.

Authors: Chana Kasipar, Mac Van Tien, Se-Yung LIM, Pham Le Phuong, Phung Quang Huy, Alexander Schnarr, Wu Quanquan, Xu Ying, Frank Bünning

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: 2009

Number of pages: 96

ISBN: 978-3-939394-39-6

Documents

[Linking Vocational Training with the Enterprises - Asian Perspectives](#)

Participation aux programmes formels

d'enseignement et de formation techniques et professionnels au niveau mondial. Etude statistique préliminaire



UNESCO-UNEVOC is pleased to announce that the report "Participation in Formal Technical and Vocational Education and Training Programmes Worldwide - An Initial Statistical Study" is now available in French. The translation was facilitated by the [UNESCO Regional Bureau for Education in Africa \(UNESCO/BREDA\)](#) in Dakar, Senegal, and is available in digital format for free download.

Documents

[Participation aux Programmes Formels d'Enseignement et de Formation Techniques et Professionnels au Niveau Mondial. Etude statistique préliminaire](#)

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UNEVOC Forum 15

“TVET: A Brief Study of the Role of Enterprises, Government and NGOs”

by Stephen Murray



This study was undertaken as a result of the clear recognition of two factors: one involving a strong presence, the other a gaping absence. There is present in the developing world today a deep recognition that training provision can be improved if it is developed in conjunction with enterprise needs. There is also present a growing number of enterprises, of many types and sizes, which are entering more directly into the field of training provision, either as customers of public or private training institutions, or as hosts of their own in-house skills development.

At the same time, an absence was clearly identified: a gap in research on enterprise-based training or at least an opportunity to bring together the many experiences that have recently been made.

This article starts with some general remarks about the growth in the commodities sector in both Africa and Asia. It then addresses the phenomenon of technical and vocational education and training (TVET), before going on to the support it has received from enterprises, government and development agencies.

Contents

1. Introduction
2. Technical and vocational education and training (TVET)
3. Enterprise support
4. The role of government
5. The major development agencies and TVET

Documents

[UNEVOC Forum 15 on “TVET: A Brief Study of the Role of Enterprises, Government and NGOs”](#)

Inside UNESCO-UNEVOC

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Visitors

Kyrgyz Chamber of Commerce delegation

visits UNESCO-UNEVOC



A Delegation of 12 members from the [Chamber of Commerce and Industry of Kyrgyzstan](#), accompanied by three staff members of [Sequa](#), a Bonn-based company focused on private sector development, BMOs, VET, social dialogue, and experts placement, visited UNESCO-UNEVOC on 15 September 2009.

The visit was part of a study tour by the members of the delegation to Germany. The tour was organized by Sequa as part of a more comprehensive project targeting empowerment and training for Kyrgyzstan's Chamber of Commerce staff in the areas of marketing, controlling, logistics, human resources management, customer relationship management and public relations.

Due to the close link between chambers of commerce and TVET, the members found the visit to UNESCO-UNEVOC very useful. It was a good occasion to share ideas and good practices. In the discussions, particular attention was paid to the development of adequate national qualification frameworks for TVET as a crucial way to meet the needs arising from the business sector.

Documents

- [Programme of the Study Tour](#)
- [Kyrgyz Delegation Members List](#)
- [Sequa Company presentation](#)

Links

- [Chamber of Commerce and Industry of Kyrgyzstan website](#)
- [Segua website](#)

Contact

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State Minister Wondwossen Kiflu visits UNEVOC



On 7 October 2009, State Minister Wondwossen Kiflu, [Ministry of Education, Ethiopia](#), visited the UNESCO-UNEVOC International Centre in Bonn. The Minister was accompanied by Dr Josef Most from [GTZ](#) (German Development Cooperation).

The main purpose of the visit was to exchange ideas on TVET strategies for Ethiopia. The following issues were discussed:

- TVET strategies: principles and key issues;
- The status of current TVET reform in Ethiopia;
- How to introduce the Ethiopian TVET reform to other interested

countries in Africa and beyond; and

- Possible partnership programmes with UNESCO-UNEVOC.

Links

- [Ministry of Education, Ethiopia](#)
- [GTZ \(German Development Cooperation\)](#)

TVET experts from Sudan

visit UNESCO-UNEVOC



On 28 October 2009, Mr Elsheikh Magzoub, President of [Technical Education Corporation \(TEC\)](#), Ministry of Higher Education & Scientific Research, Sudan (a UNEVOC Centre), and Dr Mohamed Nour, Dean of Omrowaba Technical College, Sudan, visited the UNESCO-UNEVOC International Centre in Bonn.

Mr Elsheikh Magzoub introduced the TVET system in Sudan to the UNEVOC staff, focusing on the 19 colleges that exist in the various provinces of the country.

In addition to the many successes of TVET in Sudan, Mr Magzoub also underlined some challenges Sudan is facing in promoting TVET as a driver for national development. These include:

- Inadequate capacity building for trainers;
- Limited funding; and
- Negative perception of TVET amongst the population.

Mr Magzoub also stressed the need for Sudan to increase the number of technicians in the different fields to meet the requirements of the labour market. Mr Magzoub and Dr Nour were particularly interested in the UNEVOC online services and the possibilities they provide for sharing good practices and experiences in TVET. The meeting was a useful occasion to share ideas and to look into possibilities for future joint activities in Sudan.

Documents

[The Promotion and Development of Technical Education in Sudan - TECHNICAL EDUCATION CORPORATION \(TEC\)](#)

13th UNESCO-APEID International Conference, World Bank-KERIS High Level Seminar on ICT in Education: "ICT Transforming Education"

Hangzhou, People's Republic of China, 15-11 to 17-11-2009

more: <http://www.unescobkk.org/education/apeid/apeid-international-conference/13-th-apeid-international-conference/>

World Forum on Vocational and Technological Education

Brasilia, Brazil, 23/11 to 27/11/2009

more: <http://portal.mec.gov.br/fmept/>

Salon International elearning Bénin 2009

Cotonou, Bénin, 27-11 to 29-11-2009

more: http://www.tvetipedia.org/1er_Salon_International_ELearning_Benin_2009.html

Online Educa, 15th International Conference on Technology Supported Learning and Training

Berlin, Germany, 02-12 to 04-12-2009

more: <http://www.online-educa.com/>

Education That Pays For Itself 2009. 3rd International Conference on Sustainable Education

Yachana Lodge, Ecuador, 08-12 to 10-12 2009

more: <http://www.teachamantofish.org.uk/conference>

Methods and instruments for the evaluation and monitoring of VET systems

Königswinter, Germany, 10-12 to 11-12-2009

more: <http://www.bibb.de/vet>

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

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