



## UNESCO-UNEVOC Bulletin

July 2010

- > Editorial
- > The UNEVOC Network
- > UNEVOC e-Forum
- > TVETipedia
- > Entrepreneurship Education
- > TVET and ESD
- > ICTs in TVET
- > Education For All
- > UNEVOC Website
- > New Publications
- > Inside UNESCO-UNEVOC
- > Call for Documents
- > Contribute to the UNESCO-UNEVOC Bulletin
- > Upcoming TVET Events Worldwide

No. **18**

## Editorial



Dear Colleagues,

Right before the summer holiday month of August, we are sending you the 18th issue of the UNESCO-UNEVOC Bulletin. Several important activities have been organized by UNEVOC over the last few months:

The UNESCO-UNEVOC International Centre, in cooperation with Capacity Building International (InWEnt, Germany) and with the assistance of the Malawi National Commission for UNESCO, recently held a UNEVOC sub-regional meeting-cum-seminar in Lilongwe, Malawi (13-15 July 2010). Twenty-six educators from selected UNEVOC Centres and National Commissions from Southern and Eastern Africa, as well as participants from a UNEVOC Centre in Norway, the Korea Research Institute for Vocational Education & Training (KRIVET) and several institutions associated with InWEnt, met to exchange knowledge and experiences about development and innovation of TVET and to enhance collaboration and cooperation through the establishment of UNEVOC Regional Nodal Centres within the UNEVOC Network. The UNEVOC Regional Nodal Centres are a new category of UNEVOC Network members that are being established in response to the new UNESCO Strategy for TVET. The Nodal Centres are "a means to maximize impact" in relation to South-South, South-North and South-South-North cooperation. The UNESCO-UNEVOC International Centre intends to identify and select the UNEVOC Regional Nodal Centres within the UNEVOC Network.

In April of this year, Component I of the project "Entrepreneurship Education in the Arab States" was completed. This four-year activity (2009-2012), which is jointly implemented by UNESCO-UNEVOC and the UNESCO Regional Bureau in Beirut and funded by the StratREAL Foundation (UK), aims to support Arab countries in the development of educational policies and programmes to include the concept of "entrepreneurship" in their formal education systems. In April 2010, four case studies on entrepreneurship education in Egypt, Jordan, Oman and Tunisia, as well as a regional synthesis report, were published in Arabic and English. The case studies and report assess the status of entrepreneurship education in the educational systems in the Arab States. In addition, they identify examples of good practice that already exist in the region. The documents, which are an important input for countries that aim to develop strategic plans for the incorporation of entrepreneurship education into their educational systems, have been disseminated in the region and beyond and can be downloaded from the UNESCO-UNEVOC website.

For the fourth year in a row, the annual African UNESCO-UNEVOC TVET Summit took place at the 5th eLearning Africa conference in Lusaka, Zambia, in May 2010. The Summit was jointly organized by UNESCO-UNEVOC and the Commonwealth of Learning (COL), with support from the UNESCO offices in Dakar and Harare, the Zambian Ministry of Education and the German Federal Institute for Vocational Training (BIBB). This year, the meeting focused on the adoption by TVET institutions and skills training providers of a technology-supported, blended curriculum strategy that can improve institutional flexibility and access, and the Summit advocated that a long-term strategic focus to mainstream blended learning supports a broad range of TVET policy aims. The 56 participants from 22 countries (mainly African countries, but also Canada, Netherlands, Slovakia and UK) investigated what is meant by blended learning in skills development and how it has the potential to improve the quality of learning and teaching.

The UNESCO-UNEVOC International Centre welcomes the support of UNESCO Kingston in updating data on UNEVOC Centres and taking steps to assist in strengthening the UNEVOC Network in the Caribbean.

I invite you to read more about these and other activities, as well as about the latest UNEVOC publications and changes to the UNEVOC online services in this issue of the Bulletin.

L. Efison Munjanganja

*Officer in Charge, UNESCO-UNEVOC International Centre*

## The UNEVOC Network

### News from UNEVOC Network Members

#### Akershus University College visits UNEVOC



On 07 May 2010, representatives of Akershus University College, Lillestrøm, Norway (one of two UNEVOC Centres in Norway), visited the UNESCO-UNEVOC International Centre to confer with the Officer in Charge about reviving Norwegian activities within the UNEVOC Network with a particular focus on how the Norwegian experience can benefit other UNEVOC Centres.

Ms Marit Stenberg, Head of External Studies and UNEVOC Centre Manager, Mr Johan Houge-Thiis, Project Leader, and Mr Trond Smistad, Assistant Professor (all Akershus University College, Lillestrøm, Norway), as well as Mr Rolf Aslaksrud Kristiansen, Chairman of the Board, European Masters of Skilled Crafts Ltd.,

also gave a presentation to UNEVOC staff about Akershus University College activities in international (especially North-South-South) cooperation. For example, the school runs an international staff exchange programme, sends out experts to establish vocational degrees (a Master of Technology was recently created in Sudan) and has experience in certifying informal skills.

#### Documents

[Presentation of Akershus University College](#) (PDF, 1.3 MB):

[http://www.unevoc.unesco.org/fileadmin/user\\_upload/docs/AkershusRresentationMay2010.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/docs/AkershusRresentationMay2010.pdf)

#### Links

- Akershus University College in the UNEVOC directory:  
<http://www.unevoc.unesco.org/unevocdir3.php?akt=99&id=429>
- Akershus University College website: <http://www.hiak.no/>

# UNEVOC Network Meetings

## Malawi Hosts UNEVOC Sub-regional Meeting

by Emmanuel Kondowe, Malawi National Commission for UNESCO



Malawi hosted a UNEVOC Sub-regional Meeting on Innovating TVET, Revitalizing the UNEVOC Network and Enhancing Collaboration and Cooperation in TVET Development through UNEVOC Regional Nodal Centres from 13-15 July 2010 at Crossroads Hotel in Lilongwe, Malawi. Targeted at selected UNEVOC Centres in Southern and Eastern Africa, it was jointly organized and funded by the UNESCO-UNEVOC International Centre and Capacity Building International – InWent, Germany.

The objectives of the meeting were to share innovations and success stories in technical and vocational education within the region; to enhance the UNEVOC Network by establishing Regional Nodes and Centres which have capacity and drive; to get acquainted with how people in the region are innovating technical and vocational education; and to learn what Centres are doing and what their strengths are.

Opening the meeting, the Malawian Deputy Minister of Education Science and Technology, responsible for Higher Education, Mrs Otilia Moyo Jere, said technical and vocational education and training is the 'key' to sustainable development because of its potential to generate employment for the many youths who inundate the labour market every year from both the formal and informal education systems.

She said in view of the need to provide skills to the youth, the Ministry of Education had taken on board technical and vocational education and training in the National Education Sector Plan (NESP).

"My Ministry has responded to this need by incorporating technical, vocational education and training as one of the key pillars of the National Education Sector Plan," said Moyo Jere.

According to the Deputy Minister, the Ministry plans to increase access to technical and vocational education and training to enable many Malawian youths acquire skills both for the employment industry and for self-employment.

She said the Youth Development Enterprise Initiative, which is an example of an initiative meant to empower the youth of Malawi, has a component whereby the youths will be trained in technical and vocational skills of their choice.

Mrs Moyo Jere emphasized the importance of networking among various TVET institutions to develop and strengthen sustainable networks to facilitate the sharing of knowledge and expertise in order to realise the Millennium Development Goals and other internationally agreed development goals and ensure survival in the knowledge society.

"The knowledge society requires technical and vocational education and training institutions need to work together through inter-disciplinary, inter-institutional collaborations at local, regional and international levels," she said.

The Deputy Minister said this implies that TVET institutions should exploit available opportunities through the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) Networks to rise above academic insularity and contribute towards socio-economic transformation.

Also speaking during the official opening, the Head of the UNEVOC Networks and Officer in Charge of the UNESCO-UNEVOC International Centre in Bonn, Dr L. Efison Munjanganja, said that the constant changes in the world of work today require innovative TVET solutions.

"The constant changes that are taking place in the world of work and the world as a whole put pressure on vocational leaders and practitioners to find solutions to the innovation of TVET rapidly," said Dr Munjanganja.

The meeting, which was coordinated by the Malawi National Commission for UNESCO, was attended by over 30 participants from Botswana, Ethiopia, Kenya, Malawi, Mauritius, Mozambique and Zimbabwe. The participants included education programme staff from National Commissions for UNESCO.

The meeting came up with a framework on the way forward on establishing and identifying UNEVOC Centres and Regional Nodes and also detailed what is required of a UNEVOC Centre in order to effectively participate in the UNEVOC Network. Dr Munjanganja and Associate Professor Trond Smistad of Akershus University College, a UNEVOC Centre in Norway, were resource persons during the meeting.

An evaluation of the meeting showed that the organisation was rated “very good to excellent” by 81% of the participants, 88% gave a rating of “very good to excellent” in terms of the objectives, while 56% of the participants gave rating of “very good to excellent” to the programme.

68% of the participants rated the papers that were presented on average as “very good to excellent” and 76% of the participants gave a rating of “very good to excellent” to the outcome.

**Picture:** The Deputy Minister of Education, Science and Technology, Mrs Otilia Moyo Jere, delivering her speech.

© Malawi National Commission for UNESCO

## UNESCO Kingston assists in strengthening and updating information on UNEVOC Centres in the Caribbean

### Strengthening the UNEVOC Network in the Caribbean



In an effort to revitalize the UNEVOC Network in the Caribbean, the UNESCO Office in Kingston is taking steps to assist in reviewing existing UNEVOC Centres and establishing new ones. Specifically, Mr Robert Parua and his Programme Assistants at the UNESCO Kingston Office are undertaking this work. They are also organizing a national workshop in Jamaica entitled “Revitalization of the UNEVOC Network”. The UNESCO-UNEVOC International Centre is supporting the workshop financially and intellectually. Mr L. Efison Munjanganja, Officer in Charge of UNESCO-UNEVOC and Head of

UNEVOC Networks, contributed two PowerPoint presentations on “UNEVOC Networks: Fostering Capacity Building for UNEVOC Centres & Professionals - Improve TVET” and “Effective Management of UNEVOC Centres: Enhancing UNEVOC Centre Effectiveness” for presentation at the workshop. The UNESCO Office in Kingston is planning to gradually expand the UNEVOC Network seminars to the 16 UNESCO Member States in the Caribbean.

Further details about the activities in the Caribbean will be provided in the next issue of the UNESCO-UNEVOC Bulletin.

# UNEVOC e-Forum

## General Developments

The e-Forum currently has about 1,400 registered subscribers from 155 Countries. In the first half of 2010, almost 900 messages have been distributed via the e-Forum - almost as much as in the entire year 2009. More than 25% of these messages have been posted by the top 5 contributors: Mustafa Wahba (Egypt), Chris Chinien (Canada), Damian Boyle (Canada), Anita Sharma (India), and Helga Foster (Germany). In total, 270 e-Forum members have been active contributors so far this year. We would like to thank all of you very much for the fruitful debates and discussions!

## New UNEVOC e-Forum Online Interface



UNESCO-UNEVOC has launched a new e-Forum online interface. The new interface not only provides access to the messages (please note that you have to be logged in to read messages) but also information about the e-Forum and its members. Members can easily develop and manage their user profiles, and UNESCO-UNEVOC hopes that many will do so, thereby eventually creating a database of TVET experts worldwide. A new help section provides answers to frequently asked questions, and the chat box invites users to engage in real-time online conversations.

### Links

[UNESCO-UNEVOC e-Forum](http://www.unevoc.unesco.org/forum.php): <http://www.unevoc.unesco.org/forum.php>

## Recent Discussions (April-July 2010)

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

### Soft skills

Discussion about which soft skills and essential skills / key competencies would be useful to teach in a "Center of Competence" (COC) in a vocational education institution.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1056>

### How donors are measuring the impact of TVET projects that they manage?

Here, one e-Forum member stated "that indicators for measuring TVET project performance and impact are weak in the international development business" and asked: How can donors measure the performance and impact of the TVET projects they are funding?

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1052>

### Technical secondary schools (TSS)

Discussion about technical/vocational high school graduates aiming to enter higher education rather than the labour market. While this often has to do with social views of technical versus academic education, some posts took the stand that the ones who are accepted into technical high schools are not always in need of technical qualification to immediately join the job market after graduation. An interesting example provided is Paraguay, where technical high schools seem to enjoy a high status and are apparently a great success.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1022>

### Occupational Analysis and Standards - - Frameworks vs Tools

Discussion and links to resources regarding the development of occupational standards.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1007>



## Why we need to set National Vocational Qualifications & TVET in each Developing Country?

Discussion about the importance of national, competency-based qualification frameworks, TVET versus skills development and standardized examinations leading to certification to ascertain accountability in skills development.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1006>

## Innovation in TVET

Information and resources about different aspects of innovation in TVET.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=974>

## Competency-based TVET Curriculum

Discussion about curriculum change and competency-based training (CBT), including what changes are required to put CBT in practice and an example of a country that has adopted a CBT system (Malawi).

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=918>

## Trends in vocational agricultural training

Information about reforming vocational agricultural training.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=980>

## factors that influence international student outcomes in private TVET institutions

Discussion about factors that promote high achievement of students and that influence the quality of TVET. Provides link to National Council on Technical Vocational Education and Training (NCTVET) in Jamaica as example of quality assurance body for TVET and workforce development.

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1044>

## Measurement of quality in TVET

In-depth discussion and information about what quality TVET is and how it can be measured, including a country example of Sri Lanka, where the traditional TVET system was replaced through an ADB-funded project that established a system based on a National Vocational Qualifications Framework (NVQ).

more: <http://www.unevoc.unesco.org/forum.php?lang=&show=1066>

## 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 to the portal. Several have started to contribute articles, 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](mailto:info@tvetipedia.org).

## TVET in Mali

These articles, in English and French, were both authored by Francis Mosettig and provide an overview of TVET in Mali. This is the first time that an article in a language other than English was created on TVETipedia! We are hoping that more TVET experts will contribute articles in French as the second main language used on TVETipedia.

in French: [www.tvetipedia.org/Mali\\_french.html](http://www.tvetipedia.org/Mali_french.html)

in English: [www.tvetipedia.org/Mali.html](http://www.tvetipedia.org/Mali.html)

## Competency Based Standards

This article was originally contributed by Eng. Moustafa Wahba and provides an overview of the origins of competency-based standards. [www.tvetipedia.org/competency+based+standards.html](http://www.tvetipedia.org/competency+based+standards.html)

## National Vocational Qualifications

Moustafa Wahba contributed this article, which describes two ways of assessing levels of occupational standards. It also briefly introduces national qualification frameworks and describes how the various assessment tools come together to lead to certification and licensing.

[www.tvetipedia.org/national+vocational+qualification.html](http://www.tvetipedia.org/national+vocational+qualification.html)

## Qualifications Framework

This article describes qualifications frameworks, including national and regional qualifications frameworks, and provides information about the National Qualification Framework (NQF) in the UK (England, Wales and Northern Ireland) as an example. [www.tvetipedia.org/Qualifications+framework.html](http://www.tvetipedia.org/Qualifications+framework.html)

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

[Denmark](#), [Finland](#), [Haiti](#), , [Iceland](#), [Republic of Korea](#), [Republic of Macedonia](#), [Norway](#), [Sweden](#), [Uganda](#)

## Entrepreneurship Education



### Entrepreneurship Education in the Arab States

#### Results of Component One and Call for Proposals

The UNESCO-UNEVOC International Centre and the UNESCO Regional Bureau in Beirut are jointly implementing a project entitled project “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 and programmes to include the concept of “entrepreneurship” in their formal education systems.

In April 2010, four case studies on entrepreneurship education in Egypt, Jordan, Oman and Tunisia, as well as a regional synthesis report, were published in Arabic and English as part of Component I (2009-2010) of this project. The case studies and report assess the status of entrepreneurship education in the educational systems in the Arab States. In addition, they identify examples of good practice that already exist in the region. The documents are an important input for countries that aim to develop strategic plans for the incorporation of entrepreneurship education into their educational systems and have been disseminated in the region and beyond.

The publication of the case studies and regional synthesis report completed Component I of the project. At the time of publication, a call for proposals for Component II (2010-2012) was issued to all UNESCO Member States in the region. Component II of the project entails providing technical support to the development of strategic plans to facilitate the incorporation of entrepreneurship education in the educational systems of Member States. The deadline for the submission of proposals was 31 July 2010.

#### Documents

Component One Report - Case Studies on the Arab States (Jordan, Tunisia, Oman and Egypt) and Regional Synthesis Report (Draft: July 2010) in [Arabic](#) and [English](#) (PDF, 682KB)

- [Concept Note Component Two](#) (English, Word, 185KB):  
[/www.unevoc.unesco.org/fileadmin/user\\_upload/docs/EPE\\_Concept\\_Note\\_Component\\_II.doc](http://www.unevoc.unesco.org/fileadmin/user_upload/docs/EPE_Concept_Note_Component_II.doc)
- [Request for Proposals Form](#) (English, Word, 195KB):  
[www.unevoc.unesco.org/fileadmin/user\\_upload/docs/EPE\\_Request\\_for\\_Proposals\\_Component\\_II.doc](http://www.unevoc.unesco.org/fileadmin/user_upload/docs/EPE_Request_for_Proposals_Component_II.doc)

## TVET and ESD

### 5th Global YES Summit: Rework the World



UNESCO-UNEVOC was invited to present its work in the area of youth development and TVET at the 5th Global YES Summit “Rework the World”, which took place in Leksand, Sweden, on 2-5 June 2010. In particular, the Centre was asked to contribute to the working session “Rework People: Business Solutions for Skills Training of Rural Youth”, which addressed problems of unemployment and the lack of relevant skills of rural youth, and which promoted innovative approaches to dealing with youth unemployment.

At this session, a representative of UNESCO-UNEVOC gave a presentation on “Skill building of rural youth for private sector jobs: Lessons from UNESCO-UNEVOC's experience”. The presentation focused on the work of UNESCO-UNEVOC in the areas of knowledge sharing and innovation, with particular reference to collaborative partnerships and innovative approaches in skills building in the context of education for sustainable development.

The 2010 YES Summit, which was organized by Youth Entrepreneurship and Sustainability (YES) Inc. and the Tällberg Foundation in partnership with the Swedish Ministry for Foreign Affairs, aimed to generate investments and connections that will be taken forward to the final YES Summit in Alexandria, Egypt, in 2012. The entry point to the discussions were the employment opportunities of the future. One hundred concrete initiatives and ventures from all over the world were introduced.

#### Links

[Summit website](http://www.reworktheworld.org/): <http://www.reworktheworld.org/>

## ICTs in TVET

### 4th African UNESCO-UNEVOC TVET Summit

“Flexible Learning: from TVET policy to skills training practice”



The 4th African UNESCO-UNEVOC TVET Summit: “Flexible Learning: From TVET Policy to Skills Training Practice” took place on 26 May 2010 at the 5th eLearning Africa conference in Lusaka, Zambia. It was jointly organized by UNESCO-UNEVOC and the Commonwealth of Learning (COL), with support from the UNESCO offices in Dakar and Harare, the Zambian Ministry of Education and the German Federal Institute for Vocational Training (BIBB).

The Summit focused on the adoption by TVET institutions and skills training providers of a technology-supported, blended curriculum strategy that is not wholly dependent upon a sophisticated e-learning technology infrastructure and does not infer a wholesale transformation. Blended learning teaching materials and approaches can be used to support initiatives that improve institutional flexibility and access, and the Summit advocated that a long-term strategic focus to mainstream blended learning supports a broad range of TVET policy aims.

The 56 participants from 22 countries (mainly African countries, but also Canada, Netherlands, Slovakia and UK) investigated what is meant by blended learning in skills development and how it has the potential to improve the quality of learning and teaching. The workshop looked at those things that can be done differently using a combination of existing or easily developed resources alongside required organizational changes as an attempt to improve teaching quality as well as access for under-represented groups e.g. the workforce in the informal economy.

The participants also identified possible barriers to introducing technology-enhanced programme delivery and discussed

- Change management processes required to move an institution towards more blended, flexible learning approaches and
- Effective local strategies.

#### Documents

[Programme](http://www.unevoc.unesco.org/fileadmin/user_upload/docs/2010SummitProgramme.pdf): [http://www.unevoc.unesco.org/fileadmin/user\\_upload/docs/2010SummitProgramme.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/docs/2010SummitProgramme.pdf)

[Recap of the 2010 TVET Summit](http://www.unevoc.unesco.org/fileadmin/user_upload/docs/RecapTVETSummit2010.pdf):

[http://www.unevoc.unesco.org/fileadmin/user\\_upload/docs/RecapTVETSummit2010.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/docs/RecapTVETSummit2010.pdf)



# UNEVOC Assistance to CapEFA Implementation

## UNEVOC Assists Capacity-Building for Education for All Implementation in Malawi



The staff of the UNESCO-UNEVOC International centre continued to provide assistance to some UNESCO Cluster Offices in Africa in connection with the implementation of the Cap EFA. Specifically, Mr. L. Efison Munjanganja took part in a national feedback workshop on TVET policy review for Malawi in Lilongwe that was held on 8 and 9 July, 2010. He participated alongside a Programme Officer, Mr. Saul Murimba, from UNESCO Harare and the lead consultant engaged by the TVET Section at UNESCO Headquarters. His participation enlarged the scope for knowledge sharing and learning. On the sides of the workshop there were consultations on the imminent mid-term evaluation of the CapEFA for TVET Development in Malawi, and the execution of the segment on curriculum innovation. The UNESCO-UNEVOC International Centre is to provide technical assistance in attending to the curriculum innovation.

## UNEVOC Website



## UNEVOC website now available in French and Spanish

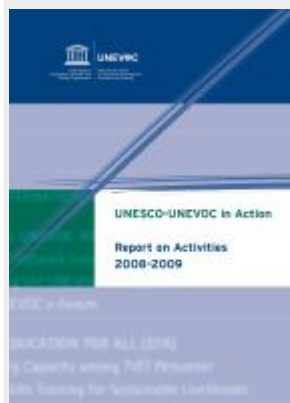
UNESCO-UNEVOC has launched French and Spanish versions of its website! Most of the main content has been translated, and translations of the *News* and *In Focus* items on the front page will follow shortly.

As a result of the strategy to distinguish more clearly between information about UNEVOC and general TVET information, the *TVET Events* section has been moved to TVETipedia.

# New Publications

## UNESCO-UNEVOC in Action

### Report on Activities 2008-2009



This biennial report provides a comprehensive overview of the UNESCO-UNEVOC International Centre's activities in TVET in 2008-2009. It indicates how the Centre has helped to improve TVET in UNESCO Member States and serves as an information document for those who are interested in the work of the Centre. It particularly aims to inform individuals who do not have access to or are not familiar with the format of reports submitted within the mechanisms of UNESCO.

During the biennium 2008-2009, the UNESCO-UNEVOC International Centre focused its work on three key result areas:

- Fostering innovation and best practice in TVET through active and effective UNEVOC Networks;
- Strengthening TVET in UNESCO Member States to meet the goals of the Education for All (EFA) campaign; and
- Assisting UNESCO Member States in the alignment of TVET with the tenets of sustainable development.

In all three result areas, the Centre undertook a broad range of activities that covered the various world regions and accomplished a number of achievements.

### Table of Contents

Preface

Introduction

The UNEVOC Networks

-- The UNEVOC Network

-- UNESCO-UNEVOC e-Forum

-- TVETipedia

Education for All

-- Strengthening TVET

-- Public-Private Partnership

-- Youth Employment

-- TVET Teachers/Trainers

-- Entrepreneurship Education

-- Information and Communication Technologies (ICTs) in TVET

-- Adult Education

-- Inclusive Education

Education for Sustainable Development

International Collaboration

UNESCO-UNEVOC Publications and Information Programme

-- Publications

-- Bulletin and UNEVOC Forum

-- Website

Inside UNESCO-UNEVOC

-- Staffing

-- Financial Report

Appendix I: Activities in 2008-2009

Appendix II: Relationships within the Host Country

Appendix III: List of Visitors to the UNESCO-UNEVOC International Centre

### Documents

Available online: [UNESCO-UNEVOC Biennial Report 2008-2009](#) (PDF, 4.1 MB)

## Rediscovering Apprenticeship

### Research Findings of the International Network on Innovative Apprenticeship (INAP)



Rauner, Felix; Smith, Erica (Eds.)  
2010, English, 175 p., Hardcover  
ISBN: 978-90-481-3115-0

The rediscovery of the value of apprenticeships has been one of the most significant trends in vocational education in recent years and has prompted an array of research and development projects in countries around the world. In this 11th volume of the UNESCO-UNEVOC Book Series, the renewed interest in the apprenticeship tradition and the various steps towards the implementation of innovative apprenticeship programmes are analyzed and discussed from different perspectives.

Beginning with a number of chapters that describe recent developments in apprenticeship training in different national contexts, the book moves on to analyze the way in which both the quality and profitability of apprenticeships act in concert as the most influential drivers of innovation in this field.

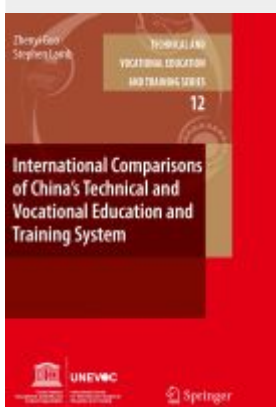
In sum, this book makes an important contribution to the international literature on apprenticeship. It draws together some of the leading researchers in the area, and with its overview of a number of national Vocational Education and Training (VET) projects, provides a body of knowledge on current practices and issues that has previously been lacking in this complex interdisciplinary field. The lessons learned from countries' experiences, as presented in this book, are valuable for policy-makers and scholars alike.

Find online: [Table of contents, introduction and information about the authors](#)

#### Order

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

## International Comparisons of China's TVET System



Guo, Zhenyi; Lamb, Stephen  
2010, English, 198 p., Hardcover  
ISBN: 978-90-481-8742-3 (Print) 978-90-481-8743-0 (Online)

China is experiencing an unprecedented phenomenon: breakneck industrialization on a scale and at a pace not seen before. It is trying to achieve in just a few decades what Western nations took more than a century to do. The arrival in the country's cities of tens of millions of rural dwellers, at most semi-skilled, has put huge strain on the country's system of technical and vocational education and training, known as TVET.

How have the Chinese authorities and their education administrators responded? Is China's TVET system adapting to the rapidly evolving needs of its industry? Using the province of Yunnan as a subject, this detailed case study is a closely argued and sanguine analysis of the operation of TVET in China. The authors deployed a set of internationally comparable criteria to offer a searching assessment of current performance, at the same time documenting areas of strength and weakness. The question the authors' methodology answers is how well China's TVET system is performing compared to technical and vocational education structures in other countries. In fact, they discover that in Yunnan, a province representative of the challenges faced nationwide, much has indeed been done, from a wholesale overhaul of programmes to make them relevant to industry requirements, to major investment in infrastructure. Teacher training has been reformed, and take-up of professional master's and doctoral courses has been encouraged. Joint initiatives with bodies such as UNESCO have improved training and vocational education at high-school level.

While there is a strong international history of such comparative evaluations, which are essential for policy makers to benchmark their administration, few studies have included China despite the enormous amount of

value that can be learned from that country's experience. This work will provide vital material for researchers, governments and development agencies alike.

Find online: [Table of contents and introduction](#)

#### Order

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

## Inside UNESCO-UNEVOC

### Visitors

#### Delegation from Azerbaijan visits UNESCO-UNEVOC



On 5 May 2010, a delegation from Azerbaijan visited UNESCO-UNEVOC to identify innovative and well-practiced implementation ideas related to vocational education. The visitors included

- Mr. Sultan Asadov - Head of the Curriculum Department of the Institute of Educational Problems, Ministry of Education;
- Mr. Elkhan Jafarov - Leading Specialist, Vocational Education Department, Ministry of Education;
- Mrs. Matanat Jafarova - Senior Research Officer, Ministry of Education;
- Mr. Shakhlaaf Khalafov - Director of Baku Vocational School #14;
- Mr. Alizaman Babashov - Director of Baku Vocational Lyceum #16; and
- Mrs. Zulfiyya Mustafayeva - Project Manager, World Vision Azerbaijan.

#### Two TVET Experts from Sudan visit UNEVOC



On 6 May 2010, two representatives of the National Council for Technical and Technological Education of Sudan visited UNESCO-UNEVOC.

Mr Abdel Mahmoud Osman Mansour, Secretary General, National Council for Technical and Technological Education (Former Minister of Education, Northern State) and Mr Amin Mohamed Amin Sorkatti, Advisor, Secretariat of Curriculum and Training, National Council for Technical and Technological Education were particularly interested in learning more about the work of the UNESCO-UNEVOC International Centre and trends in TVET policy

worldwide, including

- Global trends in financing;
- The acceptance of competency-based training;
- Apprenticeships vis-à-vis formal schooling; and
- Best practices from emerging economies.

Ms Alina Krumme and Ms Julia Viehöfer of the German Commission for UNESCO accompanied the visitors.

#### Links

[National Council for Technical & Technological Education, Sudan: http://nctte.gov.sd/2e.php](http://nctte.gov.sd/2e.php)

## Visitors from Namibia



On 07 July 2010, two representatives of youth organizations from Namibia visited UNESCO-UNEVOC.

Ms Sharonice Bush, Speaker of the Namibian Children's Parliament and Vice President of the Namibia National Students Organization, and Mr Ephraim Nekongo, member of the National Youth Council of Namibia and Chairperson of the Oshana Regional Youth Forum, were interested in learning about the work of UNEVOC, particularly the UNEVOC online platforms and the UNEVOC Network. They also spoke to UNEVOC staff about

problems regarding youth employment in Namibia, particularly about high drop-out rates and unemployment.

Ms Alina Krumme of the German National Commission for UNESCO accompanied the visitors.

### Links

[Namibian Children's Parliament](http://www.parliament.gov.na/what_we_do.php): [http://www.parliament.gov.na/what\\_we\\_do.php](http://www.parliament.gov.na/what_we_do.php)

[National Youth Council of Namibia](http://www.youthcouncil-namibia.org/): <http://www.youthcouncil-namibia.org/>

## Call for Documents

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

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

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

## Contribute to the UNESCO-UNEVOC Bulletin

### Publish your article in the UNESCO-UNEVOC Bulletin

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

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

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



## Upcoming TVET Events Worldwide

### **Green TVET and Education for Sustainable Development: Capacity Development Needs for Water Education**

International Expert's Workshop, Munich, Germany, 13-17 September 2010  
more: <http://www.ifat.de/en/Home>

### **International Policy Exchange: SDC and NORRAG**

International Policy Reforms on Skills Development, Dhaka, Bangladesh 20-23 September 2010  
more: [http://www.norrag.org/news/19/sdc-\(dhaka\)-and-norrag-international-policy-reforms-on-skills-development-20-23-sept-2010-dhaka.html](http://www.norrag.org/news/19/sdc-(dhaka)-and-norrag-international-policy-reforms-on-skills-development-20-23-sept-2010-dhaka.html)

### **International Conference**

"Crossing Boundaries: The multiple roles of trainers and teachers in vocational education and training" Kostelec near Prague, Czech Republic, 14-15 October 2010  
more: <http://www.trainersineurope.org/>

### **International Conference**

14th UNESCO-APEID International Conference on "Education for Human Resource Development" Bangkok, Thailand, 21-23 October 2010  
more: <http://www.unescobkk.org/education/education-units/apeid/apeid-international-conference/14th-unesco-apeid-international-conference/>

### **Colloque international**

3e Colloque international du RAIFFET - Éducation technologique, Formation professionnelle et Égalité des Chances  
more: <http://www.raiffet.org/index.php?file=Page&name=Actions>

For more events, please visit the UNEVOC website at [www.unevoc.unesco.org/events](http://www.unevoc.unesco.org/events)  
You are missing an event? Please [contribute events](#) in the area of TVET.