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for Technical and Vocational
Education and Training

Meeting Report



UNESCO-UNEVOC Regional Forum
Advancing TVET for
Youth Employability and
Sustainable Development
4–6 September 2013, Seoul, Republic of Korea

Asia and Pacific

Organized by

UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training

Korea Research Institute for Technical and Vocational
Education and Training (KRIVET)

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Abbreviations

ACCC	Association of Canadian Community Colleges
ADB	Asian Development Bank, Philippines
AGC	Astra Green Company
ATMI	Akademi Teknik Mesin Industri, Vocational Training School, Indonesia
BIBB	Federal Institute for Vocational Education and Training, Germany
BOTA	Botswana Training Authority, Botswana
CIEDC	Cambodia-India Entrepreneurship Development Centre
CII	Confederation of Indian Industry
CIS	Commonwealth of Independent States
CPSC	Colombo Plan Staff College, Philippines
CSR	Corporate social responsibility
CTEVT	Council for Technical Education and Vocational Training, Nepal
EHS	Environment, health and safety
ESD	Education for sustainable development
ETF	European Training Foundation
EU	European Union
GDP	Gross domestic product
GDVT	General Department of Vocational Training, Viet Nam
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GTVET	Greening TVET
IAI	Initiative for ASEAN Integration
ICT	Information and communication technology
ILO	International Labour Organization
INA	National Institute of Apprenticeship, Costa Rica
IT	Information technology
KRIVET	Korea Research Institute for Vocational Education and Training
LMI	Labour-market information
MOMT	Manpower and Transmigration Ministry, Indonesia
MoST	Ministry of Science and Technology, Myanmar
NAVTEC	National Vocational and Technical Education Commission, Pakistan
NCVER	National Centre for Vocational Education Research, Australia
NITTTR	National Institute of Technical Teachers' Training and Research, India
NSDC	National Skills Development Corporation, India
NSDS	National skills development strategies
NTESD	National Technical Education and Skills Development
OECD	Organisation for Economic Co-operation and Development
PINZ	Polytechnics International New Zealand
PP	Promising practice
R&D	Research and development

RQF	Regional qualifications framework
SD	Sustainable development
SDF	Skills Development Fund
SEAMEO-VOCTECH	Southeast Asian Ministers of Education Organisation Regional Centre for Vocational and Technical Education and Training, Brunei Darussalam
SME	Small and Medium Enterprises
TESDA	Technical Education and Skills Development Authority, Philippines
ToT	Training of trainers
TVEC	Tertiary and Vocational Education Commission, Sri Lanka
TVET	Technical and vocational education and training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-UNEVOC	UNESCO's International Centre for Technical and Vocational Education and Training

Executive summary

In response to the call of the third Technical and Vocational Education and Training (TVET) Congress to collect and disseminate evidence-based policies and practices, the UNESCO-UNEVOC Regional Forum Asia and Pacific was co-hosted by the UNESCO-UNEVOC International Centre for Vocational Education and Training and the Korea Research Institute for Vocational Education and Training (KRIVET) in Seoul, Republic of Korea, from 4 to 6 September 2013.

The forum provided a platform for dialogue and discussion on youth employability and the concept of sustainable development, with greening TVET being one of its dimensions. Approximately sixty delegates attended the forum from twenty-one countries: Australia, Brunei Darussalam, Botswana, Cambodia, Canada, Costa Rica, France, Germany, India, Indonesia, Mongolia, Myanmar, Nepal, New Zealand, Pakistan, Philippines, Republic of Korea, Sri Lanka, Thailand, Timor Leste and Viet Nam. The forum

brought together international, bilateral partners and regional organizations such as the Asian Development Bank (ADB), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the International Labour Organization (ILO), the Association of Canadian Community Colleges (ACCC), the National Centre for Vocational Education Research, Australia (NCVER), Colombo Plan Staff College for Technician Education (CPSC), Philippines, and the Southeast Asian Ministers of Education Organisation Regional Centre for Vocational and Technical Education and Training, Brunei Darussalam (SEAMEO-VOCTECH), including the German Federal Institute for Vocational Education and Training (BIBB). The forum was attended by the vice minister of education, Republic of Korea, the director of the Division for Basic Learning and Skills Development, UNESCO, the president of KRIVET, the vice president of the Human Resources Development Service (HRD) Korea and the head of UNESCO-UNEVOC.

The networking and dialogue at the forum aimed to fulfil two objectives: first, to share and deliberate on evidence-based promising practices (PPs)¹ on youth and skills, and greening TVET; and second, to facilitate regional harmonization.

¹ The documents presented at the forum are potential promising practices and are under consideration for uploading in the UNESCO-UNEVOC PP database



Participants of the Asia Pacific regional forum

Four PPs were presented and discussed under the headings Youth and Skills, and four under Greening TVET. The PPs provided a close look at the initiatives and programmes started in the Asia-Pacific region through KRIVET, the Cambodia-India Entrepreneurship Development Centre (CIEDC) (Cambodia), Astra Green Company (AGC) (Indonesia), and the Technical Education and Skills Development Authority (TESDA) (Philippines). In what could be seen as a top-down approach for promoting the Korean Government's Energy Vision 2030 and the Philippine Government's National Technical Education and Skills Development (NTESD) plan for 2011–2016, and a bottom-up approach for preparing for projected skills demand in the renewable electric energy sector, developing green skills for jobs plays a considerable role in the economic and education agenda in both countries.

The Busan Energy Science High School was set up as a specialized vocational high school to train young students in the techniques of solar and wind power, so they will have the green-oriented skills to support the green industry requirements of Busan, the Republic of Korea's second largest city and the world's fifth largest seaport. Similarly, efforts were made in the Philippines in incorporating green skills into its 21st Century Skilled Workforce Development Plan through the

creation of new training regulations and the revision of existing ones, and capacity-building of master trainers on green skills programmes.

A bilateral cooperation initiative between the Government of India and the Royal Government of Cambodia promotes the creation of an eco-entrepreneurial environment in Cambodia through CIEDC, a technical assistance project under the Initiative for ASEAN Integration (IAI) which serves as the fourth entrepreneurship development centre under IAI.

A private sector initiative, AGC Indonesia has adapted an eco-friendly business policy that holistically enables the greening of the company through the greening of its management strategies, of the employee, of processes and products.

The PPs on youth and skills implemented in Sri Lanka, Australia, India and New Zealand set the stage for sharing some more examples of youth and skill development-focused initiatives including school-to-work transitions and career guidance. These include TVET Sri Lanka's information and communications technology (ICT)-enabled career guidance and job-matching solutions, and a private-sector-driven initiative on skill development through



the establishment of TVET institutes and their scaling-up in India. The Indian project resulted in the setting-up of 100 institutes that span a number of different sectors, supplying different levels of skills that are in demand by industry, and guaranteeing employment for graduates. Australia's initiative on school-based Australian Apprenticeship and New Zealand's Integrated Career Services were also discussed. Drawing from these experiences, the Asia-Pacific region has demonstrated active involvement and commitment to achieving progress in improving youth skills, and in sustainable development. This is an indicator that concepts and approaches have long advanced into national initiatives.

Noting the potential of the Asia-Pacific practices, UNEVOC seeks to share them across the network on a wider scale. They will be further analysed and synthesized to guide future actions and plans once a global dialogue is convened in 2014 to push for more TVET advancements in the light of the post-2015 agenda. The forum reinforced the understanding that youth and skills, and greening TVET, should be mainstreamed into the education and training agenda in the light of inclusive growth. There is also a need to harness networking to promote further strategies for youth and skills, and greening TVET. Strategic partnerships between the private sector, educational institutions and civil society organizations will have to be improved and forged in more creative arrangements to build the enabling environment for improving the skills and competencies of youth and matching these to labour market opportunities.

The regional forum reflects shared understanding of the key priorities for TVET to support the needs of the youth and skills sector, underpinned by the principles of sustainable development. For the progress made to be built upon, there needs to be shared commitment and pooling of knowledge and resources within and across the region. As well as promoting regional harmony, it is envisaged that this will help those that are still in the process of defining national or sectoral skill strategies, and will sustain those that have started but have yet to see evidence of the long-term impact of skill development on nation-building and regional integration.

Introduction



Background and context

The Asia-Pacific region has undergone a dramatic economic transformation in recent decades. Developed and developing economies coexist in the region, which enjoys the demographic advantage of a growing number of young people, in comparison with the ageing societies in most of the more advanced countries. Nearly a million young people will be joining the workforce every month for the next 20 years.¹ The region currently stands at a developmental crossroads. In spite of remarkable economic growth in recent years, there are a number of serious concerns. These include a growing rate of youth unemployment,² which demands urgent action if the region is to sustain its progress and make significant further achievements.

The region is witnessing a youth employment crisis. Young people are at least three times more likely to be unemployed than adults in the region as a whole, and up to five times more likely in South-East Asia and the Pacific. Yet, representing a fifth of the region's population, they are also the drivers of economic development.³ At the same time, informal employment among young people remains pervasive, and making the transition to decent work is tedious and difficult. The economic and societal costs of unemployment, especially long-term unemployment, discouragement and widespread low-quality jobs for young people continue to rise and undermine the economic growth potential.⁴

In this perspective, following the recommendations of the Third UNESCO International Congress on Technical and Vocational Education and Training 2012 held in Shanghai, the UNESCO-UNEVOC International Centre is taking measures to forge regional harmonization for addressing the issue of youth employability and sustainable development through the advancement of technical and vocational education and training (TVET) through networking and partnerships.

The UNESCO-UNEVOC International Centre, together with the Korea Research Institute for Vocational Education and Training (KRIVET), organized a regional

¹ ADB, 'Asia must close skills gaps, go high tech to sustain future growth', December 2012.

² ILO, *The Youth Employment Crisis: A Time for Action*, Geneva, Switzerland, 2012.

³ ILO, *Asian Decent Work Decade Resource Kit: The Youth Employment Challenge*, 2011.

⁴ ILO, *Global Employment Trends For Youth*, 2013.

forum for the Asia-Pacific region in Seoul, Republic of Korea, from 4 to 6 September 2013 in partnership with the UNEVOC Centre for TVET for Sustainable Development (Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH), Magdeburg, Germany, supported by the Korean National Commission of UNESCO. The forum aimed to provide a platform to address the implications of greening TVET and youth employment strategies, and to strengthen regional harmonization for the advancement of TVET through networking, partnerships and mobilization of expertise and resources. About twenty-two countries, had the opportunity to participate in the programme. Through high-level panel discussions, the speakers focused on contemporary issues highlighting skills development strategies, approaches and innovative practices in the areas of greening TVET and youth employment. The results and recommendations of the discussion will be regional inputs to the UNESCO-UNEVOC plan of action for 2014, and should contribute to meeting the challenges involved in greening TVET, and youth and skills development. The forum also leveraged the unique insights and practical experience of various UNEVOC regional coordinators to respond to discussions of trends, challenges and opportunities of regional harmonization, and to strengthen the UNEVOC network.

Objectives and outcomes

The primary objectives of the forum were to:

- provide a platform to showcase innovative and evidence-based regional promising practices in the fields of Youth and skills and Greening TVET
- address the topics Youth and skills and Greening TVET through high-level international and regional expertise and panel discussions
- reinforce and extend regional networks and partnerships for the advancement of TVET transformation towards regional harmonization and resource mobilization
- further strengthen the UNEVOC network consolidation process in the region.

The outcomes were:

- Partnerships and cooperation between many stakeholders were strengthened;
- The importance of regional harmonization as a means to streamline regional TVET priorities was recognized and promoted;

- The participants have been enabled to better measure and act on TVET development issues in the outlined priority areas.

Participants

The regional forum attracted the participation of around sixty speakers and delegates from twenty-one countries (Australia, Brunei, Botswana, Cambodia, Canada, Costa Rica, France, Germany, India, Indonesia, Mongolia, Myanmar, Nepal, New Zealand, Pakistan, Philippines, the Republic of Korea, Sri Lanka, Thailand, Timor Leste and Viet Nam), who assembled with a common goal: to foster the growth of TVET in their respective countries.

Opening session



Mr Young-bum Park, president of KRIVET, Republic of Korea, welcomed the delegates and reflected on the challenges young people are facing today, emphasizing the growing labour shortages and skills mismatches in the regional labour market. He also referred to increased global competition, a robust resource sector, and new technologies as some of the major forces rapidly reshaping today's regional economy. The greater landscape of transition from school to work, and a high level of interest in sharing relevant policies and strategies for all regions with global TVET players, were aptly mentioned.



Mr Young-bum Park, President of KRIVET, Republic of Korea

Ms Mmantsetsa Marope, director of the Division for Basic Learning and Skills Development, UNESCO, provided statistics on the twin challenges of youth employability and youth employment as the most serious and urgent challenges faced by the countries. She cited the estimate of 200 million people who are unemployed. This includes 75 million youth below the age of 25, of whom 87 per cent are in developing countries.

Job creation and employment pose challenges across the world, but particularly in developing countries. If these challenges cannot be answered, it will put under threat the future of all nations and of the world as a whole. Ms Marope stated that a range of factors explain youth unemployability and unemployment. These include the lack of access to education and training opportunities; lack of the requisite skills for employability; poor-quality education; ineffective learning opportunities; limited access to resources; and the inability of economies to produce quality jobs and work, leading to a lack of engagement by young people, and a shortage of productive employment opportunities for them.⁵

Youth is one of the fundamental issues of high priority to UNESCO, and it remains committed to working for youth and the environment by promoting international cooperation among UNEVOC centres worldwide, and contributing to TVET reforms in Member States through the sharing of good and innovative practices. Lastly, the prospective potential of the UNESCO-UNEVOC network to contribute better to the national and global dialogue on employment creation was also highlighted.

⁵ UNESCO Institute of Statistics (UIS) figures, 2013; UNESCO, *Youth and Skills: Putting Education to Work, Global Monitoring Report (GMR), Paris, 2012.*



Mr Seung-il Na, Vice Minister, Ministry of Education, Republic of Korea

On behalf of the Republic of Korea's Ministry of Education, the Vice Minister, Mr Seung-il Na, shared his views on the significance of TVET in regional development and technical cooperation initiatives. He insisted on the need to develop relevant skills, given the thrust of competition in the globalized economy. He greatly appreciated this initiative of organizing a regional forum, and congratulated the UNESCO-UNEVOC International Centre and KRIVET for taking it. He inaugurated the programme on behalf of the host nation by recording the high appreciation of the government's new leadership for UNEVOC's worldwide visibility and its dynamism in working for the development of TVET, particularly in the Asia-Pacific region.

Mr Shyamal Majumdar welcomed the delegates on behalf of the UNESCO-UNEVOC International Centre in Bonn. Describing 2012 as a significant year for TVET, he outlined the recommendations made at the Third International UNESCO TVET Congress in Shanghai in May 2012. The Shanghai Consensus requests UNESCO-UNEVOC to collect and disseminate evidence demonstrating the multiple and diverse policy approaches for transforming and expanding TVET, using the global UNEVOC network and UNESCO chairs active in the field, and to expand and enhance the capacities of the UNEVOC network to play a key role in developing the capacities of decision-makers and practitioners, and facilitate the involvement of all stakeholders.⁶ The regional forum for the Asia-Pacific is one step in a sequence of activities aiming at strengthening global and regional harmonization for the advancement of TVET transformation through the capacities of UNEVOC's unique global network of specialized TVET institutions and affiliated partners. There are many commonalities in terms of dealing with youth unemployment and sustainable development across the region, which call for strengthening the regional dialogue to transform TVET.

⁶ *Shanghai Consensus: Recommendations of the Third International Congress on TVET, 2012.*



Ms Mmantsetsa Marope, Director of the Division for Basic Learning and Skills Development, UNESCO

This was the second regional forum on this theme organized by UNESCO-UNEVOC, following one for Latin America and the Caribbean. Further forums are scheduled for 2013, for the African, Arab and European regions. Promising practices (PP) suggested at these forums will be reviewed and assessed using three major criteria – their impact, innovations and scalability – and will be considered for entry in the TVET database. Mr Majumdar concluded that 'if education is considered as the key to effective development strategies, TVET must be the master key that can alleviate poverty, promote peace, preserve the environment, improve the quality of life for all and help achieve sustainable development'.



Mr Shyamal Majumdar, Head of the UNESCO-UNEVOC International Centre

Summary of sessions and discussions



Session 1: Greening TVET: global and regional perspectives

The implementation of the concept of sustainable development is one of the key challenges faced by the world today. Greening TVET (GTVET) is the strategic entry point to shape a world of work that contributes to social cohesion and promotes environmentally sound sustainable development. This session addressed the questions and formulated new thought processes for making TVET closely linked with the shifts in skills demand and job opportunities, which a green development agenda implies.

The presentation significantly emphasized the importance of GTVET as the main line of action for UNEVOC. Implementing it is essential for developed and developing countries alike, as well as for other global players. Consistent with UNESCO's TVET strategy, and in support of it, a holistic approach in greening TVET is considered essential to guide and consolidate the seemingly fragmented initiatives that surround transitions to a green economy, and to appropriately cover other key components of GTVET, such as knowledge and attitudes, values and culture, instead of focusing solely on skill development. In the light of this direction, and in response to the inevitable transition to sustainable growth, the TVET sector can take a proactive role in shaping the cornerstone and facilitating the broad spectrum of skills and competencies that are needed to sustain the trend toward green economies.

Advancing greening TVET (GTVET) agenda issues and challenges

Mr Shyamal Majumdar, head, UNESCO-UNEVOC International Centre, Bonn

Initiatives for advancing the GTVET agenda are emerging as a cornerstone in the transformation of education and TVET. Mr Majumdar introduced a three-tier approach for implementing a Greening TVET Framework: at the institutional level, national policy and international cooperation. As the first tier to this approach, institutional frameworks will focus on providing strategic direction for managing a green campus, adopting a green curriculum, fostering green research, building the capacity of the green community and promoting green culture. At national level, countries will have to consider formulating coherent and coordinated policies for green growth, creating a national sustainable development strategy and strengthening the partnership between stakeholders on which a GTVET framework could be established. The third tier includes sharing evidence-based policy and practices in TVET, facilitating inter-agency cooperation and enhancing cooperation for capacity-building in pursuit of inclusive green growth. Implementing this framework will provide a dynamic interplay of strategies and objectives for green jobs and technology development.

Lastly, Mr Majumdar highlighted UNEVOC's efforts since 2004 in shaping the GTVET agenda. The recent UNEVOC initiatives on GTVET include PPs, e-forum discussions, a greening TVET framework, knowledge management and capacity-building. The four major challenges to promoting a GTVET agenda consist of, at

the policy level, incorporating the GTVET framework into national skills development strategies (NSDS); at the capacity level, developing curricula, and fostering teachers and trainers' development; at the advocacy level, developing a multi-stakeholder partnership through Industry-Institute-Community Partnership; and on a holistic basis, integrating these actions into all forms of education and adopting them in all sectors. The proposed GTVET framework was highly appreciated by the delegates. It was proposed to strengthen UNEVOC networks for propagating GTVET for a sustainable future.

Session 2: Greening TVET initiatives in the Asia-Pacific region

Recognizing their multidimensional impacts, GTVET strategies call for a holistic approach in designing concepts to promote green innovation and green growth. A collaborative effort is required to meet the challenges involved in GTVET and skills development. This session shared national initiatives on promoting greening TVET. Particular attention was given to sharing new experiences and innovative practices in green skills development through TVET.

This panel session was chaired by Mr Harry Stolte, GIZ, and introduced four PPs reflecting greening TVET initiatives. These PPs were analysed by their impact, innovative aspects and transferability to other settings. The regional experiences reflected varying levels of achievement. The Asia-Pacific region has demonstrated active involvement and commitment to achieving sustainable development, an indicator that concepts and approaches have long advanced into national initiatives. The session provided important perspectives on the range of studies, plans and initiatives implemented in the Republic of Korea, Cambodia, Indonesia and the Philippines through organizations such as KRIVET, CIEDC, the Astra Green Company and the Technical Education and Skills Development Authority (TESDA), Philippines, to support green transitions. These mainly concentrated on developing green skills and assisting countries to understand and cope with projected green job requirements. The Republic of Korea has formulated a green growth policy in which it has identified the renewable energy sector as a strategic industry. Cambodia has discussed the benefits of promoting eco-entrepreneurship for sustainable growth. A representative from the Astra Company underscored varying impacts of the greening of the company on the environment. The education and training provisions developed in the Philippines through TESDA describe the specific sector-based priority in fulfilment of the national strategic plan to

provide a competent workforce in renewable energy technologies and operations. The session emphasized the need to strengthen the regional dialogue for promoting GTVET, organize awareness-creation at various regional and international levels and fora, and share best practices.

Discussions



A case study of green skills in Korea: Busan Energy Science High School

Ms Jisun Chung, KRIVET, Republic of Korea

Representing the Korean

UNEVOC Centre, Ms Chung presented a case study of transforming a Korean model high school towards green skills. In the context of the Korean Energy Vision 2030 Plan (2006), green growth is a national goal; Korea has plans to increase the proportion of new renewable energy in total energy up to 9 per cent. The government is highly committed to introducing strategies for green economic development, to improve the quality of life and to establish a bridge between developed and developing countries. The initiative is promising as it is vigorously promoting green growth and sustainable development through the Young Leaders Training Programs for future industry leaders. This is integrated with green research and development (R&D), industry promotion tools, and best practices and initiatives in TVET in Korea's public organizations.

In order to satisfy the growing demand for human resources, a specialized high school was established to help produce a workforce for the new renewable energy sector. In a multi-stage process, an existing high school was first transformed into a specialized vocational high school and renamed the Busan Energy Science High School, based on the results of a SWOT analysis. With supportive industry policy, the active engagement of stakeholders and government support, the initiative has the potential to be replicated in other parts of the country. Its purpose is to respond to the needs of the related industries by developing employability skills among high-school students for the solar energy and wind power industries.

The PP has been effective in developing a required skill set and creating human resources for the renewable industry. The strategies adopted by KRIVET have provided a good beginning to the task of developing TVET-oriented schools in the country.



Studying the abilities of eco-entrepreneurship and innovation

Mr Nguon Virak, Cambodia-India Entrepreneurship Development Centre (CIEDC), Cambodia

Eco-entrepreneurship is an approach that involves promoting entrepreneurship skills while taking into account aspects of sustainable development. This initiative was illustrated through a case study on bio-digester construction by Mr Virak from CIEDC, Cambodia. Biogas plants provide multiple benefits at the household, local, national and global levels. This initiative has a clear impact on gender inequalities, health, poverty, employment and the environment. Bio-digester construction contractors think in terms of environmental aspects. Biogas is a sustainable and renewable source of energy because it is part of a closed ecological cycle.

Eco-entrepreneurship and innovation play a vital role in the service and manufacturing sector and in the growing private sector in the country. The promotion of eco-entrepreneurship includes enhancing trainees' awareness of environmental sustainability and green businesses, helping trainees to assess their own readiness to start a business, generating creative green business ideas, identifying the green business idea most suitable for the trainee, and organizing specialized green entrepreneurship training. The achievement level is remarkable: 19,173 plants have been installed, of which 95 per cent are currently operational. More than 19,000 families comprising 96,000 people are directly benefiting from using bio-digester plants. Relevant stakeholders such as provincial training centres, regional training centres, owners of small and medium-sized enterprises, and other local and international non-governmental organizations (NGOs) in Cambodia provided good assistance in implementing the initiative. The approach of promoting eco-entrepreneurship among rural youth in developing countries in the region is a very contemporary one.



The road to a green company

Ms Diah Suran Febrianti, PT Astra International Tbk, Indonesia

Ms Febrianti presented the transformation of the Indonesia-based company Astra International through adapting the concept of an eco-friendly business policy. The approach mainly included developing relevant tools, which cover national and regional regulation

requirements on the environment, health and safety (EHS). The policies are backed with four main pillars: 'green strategy', 'green employee', 'green processes' and 'green product'. Every pillar supports the creation of green management, leading to something that can be described as a green company. The tools are disseminated from top management to the personnel in charge of all subsidiaries, through organization settings, a people's approach, monitoring and evaluation, and rewards.

The method comprises setting up key green performance indicators; organizing a training seminar; a scientific discussion forum; a corporate audit, group business audit and self-audit; and awards for best practices on the Astra Green Company (AGC) scale.



Greening TVET: the TESDA way

Mr Celestino C. Millar, Technical Education and Skills Development Authority (TESDA), Philippines

Mr Millar focused his deliberation on the initiatives of the Filipino government in promoting green skills in the development of a twenty-first century skilled Filipino workforce. The shift to green economic activities requires the alignment of education and training with the labour market requirements of green industries. These industries need professional and skilled workers with green skills and competencies in accordance with the demands of the different sectors and subsectors of the economy. One of the strategic directions of the government indicated that TVET should support the skills requirements of 'green-collar jobs'. These are jobs that are supportive of mitigating the ill effects of climate change and addressing the destructive effects of global warming in the country.

The PP demonstrates a systematic example of the government's efforts towards a green transition. TESDA has developed qualifications with green competencies that clearly specify environment-related knowledge, skills, and attitudes in the Training Regulations (TR) and in the TVET curriculum. In addition, TESDA is actively pursuing curriculum review and undertaking modifications to incorporate environmental concerns and climate change issues in the curricula leading to all qualifications.

In the discussion at the end of the panel, attendees suggested that all the authors elaborate their write-up on PP by incorporating aspects such as innovation, impact, transferability and challenges being faced in its implementation for better understanding and wider further dissemination.

Session 3: Youth employment and skills development

Moderated by Ms Janette Han, KRIVET, three keynote speeches were given in this plenary session. Any approach addressing youth employment should be based on the national context to ensure that skill development is relevant to and aligned with industry and labour market requirements.

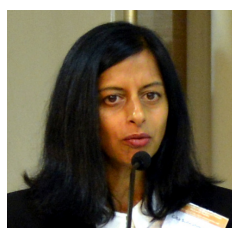
Discussions



Youth Employment in Korea
Mr Jong-Koo Park, Chair, Korea Polytechnics

Mr Park highlighted the renewed interest in TVET as part of advocating social protection and economic growth. He discussed the status, causes and measures to address youth unemployment. The current initiatives include transforming TVET institutions for the development of an employment-oriented curriculum and its application in education, and national ownership for developing youth and skills development as the focus of the strategy. The government is actively undertaking diverse efforts focusing for example on policy reviews, strengthening the TVET system, and entrepreneurship education.

Suggested measures to address youth unemployment are the provision of more jobs for youth, customized training tailored to company needs, vocational training focused on hands-on skills, strengthening the functions of junior colleges for vocational education, and fostering talented crossover technicians with knowledge of the humanities. Collaboration between the government and the private sector is significant for breaking away from conventional and fixed ideas, and creating new ideas and policy paradigms which are vital for youth employability in the future.

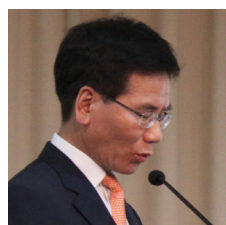


Tackling youth unemployment through TVET
Ms Gita Subrahmanyam, research associate, London School of Economics (LSE) Public Policy Group and senior consultant, LSE/African Development Bank (AfDB)

Ms Subrahmanyam presented the major outcomes of the UNESCO-UNEVOC e-Forum conference on 'Tackling youth unemployment through TVET', which took place from 25 June to 9 July 2013. The conference's objective was to gather people's experiences, ideas and PPs in delivering youth-focused TVET.

The e-Forum discussion thematically focused on seven threads: key barriers that young people face in obtaining work; TVET's role in easing the school-to-work transition; labour market information and skills forecasting; entrepreneurship education; widening access: engaging disadvantaged and marginalized youth; upgrading TVET's image: challenges/opportunities; and monitoring and evaluation of youth-focused TVET. The moderated discussion involved 303 participants from eighty different countries.

To address youth unemployment, TVET institutions have to respond to the opportunity by expanding their role and operations in response to the challenge. They need to undergo a major transformation by extending access to a wider pool of participants, especially marginalized and disadvantaged youth, who tend to be more affected by unemployment. They also need to form closer links with the private sector to ensure the relevance and usefulness of their programmes. Other equally vital features are expanding programme offerings to incorporate elements known to increase the employability of young people, such as on-the-job training, 'soft skills' training and career guidance; and offering entrepreneurship training and support to assist young people in creating decent jobs for themselves.



Promoting youth employment through competency development
Mr Sung-ki Yi, vice president, Human Resources Development Service of Korea (HRD Korea)

Articulating that youth unemployment is an endemic problem across the globe, Mr Yi presented youth employment through competency development in the Republic of Korea. The primary causes for unemployment are an incompatibility between expected and actual wages, a mismatch between skills taught at school level and those demanded by industry, and a lack of career guidance and labour market information systems.

The Republic of Korea has an ambitious target of achieving youth employment of 47.7 per cent by 2017, and has adopted various strategies to meet it. In this context, the concept of corporate universities was highlighted, designed to develop a workforce with skills aligned with industry needs.

Another approach is the establishment of a youth employment academy. Curricula are designed in consultation with industry and the private sector to ensure the skills in which youth are trained are

relevant and labour market oriented. This closer cooperation with industry significantly increases the academy graduates' chances of future employment.

Session 4: Youth and employability in the Asia-Pacific region

Four PPs were introduced in this session, which aimed at sharing strategies, initiatives or explicit efforts to address school-to-work transitions, including career counselling and enhanced labour market responsiveness for youth and employability in the region. Aligned with the previous session on greening TVET PPs, the initiatives were analysed by their impact, innovative aspects and based on their transferability to other settings. Mr Vijay Kumar Agrawal from India chaired this session.

Details of projects implemented in Sri Lanka, Australia, India and New Zealand were shared, providing the audience with some examples of different initiatives for tackling school-to-work transitions and career guidance, as well as enhanced labour market responsiveness by advocating TVET in the community.

A Sri Lankan initiative focused on ICT-enabled career guidance and job matching. It provides a system for young people to make informed decisions on suitable TVET options by involving a systematic, multi-stakeholder approach. This helps youth to make a smooth transition to the TVET sector as well as the wider world of work.

The Australian example was a school-based apprenticeship scheme. This sector-based scheme reflects the priority given to projects that will help fulfil the national strategic plan, by the participation of many agencies and providers in TVET delivery.

India has developed an institutional structure through a public-private partnership model at the national level of coordinated actions in the skills space. With the establishment of a National Council for Skill Development, it has significantly identified areas that are particularly relevant to industry.

New Zealand's integrated career service aims to smooth the transition from education to employment by bringing together all stakeholders. The current state of practice calls for urgent rethinking and some bold initiatives to revamp the TVET system.

Almost all countries recognized the need to enhance skills development capacity. They have also made significant commitments in their national plans to systematically redress the current situation.

Discussions

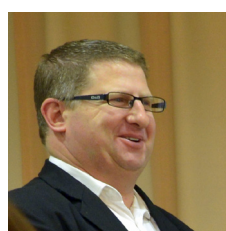


ICT-enabled career guidance and job matching solution to enhance youth transitions in Sri Lanka

Mr Janaka Jayalath, Tertiary and Vocational Education Commission, Sri Lanka

Mr Jayalath presented an interesting case study on ICT-enabled career guidance and job matching to enhance youth transitions in Sri Lanka. The multi-stakeholder approach unites students, TVET centres and employers with the National Career Guidance and Counselling Centre for better provision of career guidance and employment opportunities. The focus is multi-level (rural, provincial and district), but with a clear national focus. This is an initiative by the Ministry of Youth Affairs and Skills Development, Sri Lanka, and is managed through a National Career and Guidance Centre. It facilitates dissemination of information and access through career and guidance centres, which provide a service to 382 registered vocational training centres and about 7,000 secondary schools. Specially trained staff operate the system to improve accessibility, reliability and security.

This pioneering initiative is a leading example in South Asia of the use of ICT to improve access to information and to provide career guidance. The initial success is encouraging. There is a need to undertake research to determine its impact on course design and methodology.



Australian school-based apprenticeships: the partnership brokerage and mentoring model

Mr Phil Loveder, National Centre for Vocational Education Research Ltd. (NCVER),

Australia

The target groups for the model Mr Loveder presented are school students wishing to pursue a vocational pathway while still at school. It matches them with appropriate training providers and potential employers. This practice involves partnership between schools, employers, group training organizations, Australian Apprenticeship centres, local community partnerships (LCPs) and other bodies.

The key feature of the scheme is that students can undertake apprenticeships while they are still at school. During the last two years of their study towards the senior secondary school certificate of

education, they combine paid employment and off-the-job vocational training with their studies. They can graduate with both their senior secondary certificate and a formal TVET qualification (normally a certificate at level II or III). This initiative provides a 'one-stop shop' service to young people interested in pursuing a vocational pathway while still at school, ensuring they receive training designed to help them gain employment.

Initial evaluation of the scheme suggest it plays a positive role in reducing attrition from school-based apprenticeships. Its 'case management' approach makes it less likely that students will prematurely exit their programme because of problems concerning for instance, the suitability of their employer or the training provider.

This initiative is in its pilot phase and has not yet been applied nationally.



The National Skills Development Corporation: transforming the skills landscape in India

Ms Bhavna Chopra Srikrishna, National Skills Development Council, India

Ms Srikrishna shared information on an Indian public-private partnership initiative. India is one of the leading economies in the region, and has the largest number of institutions of any education system in the world: over 60 universities and over 45,000 colleges and training institutions. It is the second largest system in terms of enrolment, with 25.9 million students nationwide. In order to address the growing challenges of youth unemployment, the National Skill Development Coordination Board and the National Skill Development Corporation (NSDC) were set up, with the Prime Minister's National Council for Skill Development acting as an apex body with the primary mandate of catalysing the skills landscape in India. It aims to provide employable skills to 150 million people through active engagement with the private sector. To lend its visible support, the government holds a 49 per cent stake in NSDC, and industry associations hold the balance. With a clearly laid-out strategy to accommodate the needs of India's population, NSDC encourages partners to deploy short-term, outcome-driven programmes which guarantee employment.

This innovation highlights that skill development is a national priority and needs a coordinated effort by combining separate areas of government action on workforce participation, social inclusion and innovation, so that policies on skills can connect with

the wider economic, employment and social strategies. The NSDC is in the early stage of implementation, and faces many challenges. The primary one is its sheer size: the number of trainers and counsellors required to reach 500 million people is unprecedented. Aspiration is also a major issue. Most Indian youth aim to obtain conventional degrees and do not aspire to enrol in TVET programmes. The third issue is the lack of a skills culture in India. More work needs to be done to encourage this to take root. A fourth issue is the lack of a quality assurance system. Lastly, there are no student loans for vocational courses, and this calls for the active involvement of the government-owned banks.

The initial attainments have been quite promising. The industry-relevant course design and methodology have led to increased employability of graduates. Changes in counselling, recognition of prior learning, an occupational standards-led curriculum, course and assessment design make the courses more robust and relevant. This has increased the potential for graduates to win jobs and do better in their careers. The scheme has seen better placement and work linkages due to work enablement and alliances. employment, (especially job contracts in the unorganized sector) and entrepreneurial opportunities have enabled access to better income and livelihoods for learners.



New Zealand Integrated Career Services

Ms Hikitia Ropata, Careers NZ, New Zealand

Ms Ropata presented details of an encouraging effort to integrate career services to help people navigate pathways to brighter futures, from education to employment. It is a comprehensive and inclusive approach, which brings together all stakeholders including school students and school leavers, parents, schools, workers, employers and government agencies. It assists people in identifying their skills and what kind of work they enjoy, so they will select a career that suits them.

The initiative aims to connect the world of work and schools, by translating and making sense of information and advice for all New Zealanders, and integrating the education-to-work continuum. One of the significant features of the service is that it is nested in an influential group of government entities with strong links to TVET in the region. These include the New Zealand Qualifications Authority (NZQA) and the Tertiary Education Commission (TEC).

One of the key aspects of innovation is to employ sources of labour market information, so that

conditions and requirements in the economy can be analysed and future workforce needs can be determined. Ideal data sources for the TVET system are details on general employment trends, national economic data, job bank data, census data, tracer studies, employer advisory committees and sector surveys with a focus on business forecasting. These could provide a basis for assumptions and projections, and reveal signs of occupation shifts and changes in the employment sector.

The session concluded with a request that the presenters focus on innovation, impact, transferability and challenges during implementation when providing details of each PP. This would provide a better understanding of the steps taken to build up each initiative, and help future initiatives avoid the same pitfalls. The practices will be shared across the UNEVOC network and beyond, to help cultivate more opportunities for learning and scaling-up.

Session 5: UNEVOC network regional coordinators' perspectives, experiences, lessons learned and challenges

This session addressed the unique insights and practical experience of UNEVOC regional coordinators, who outlined recent activities in their region's UNEVOC centres. Ms Birgit Thomann (BIBB) chaired this session.

This sharing of experiences and ideas proved to be a good way of assessing the efforts of the UNEVOC centres, and checking on the initiatives being undertaken to address the lead themes of greening TVET, and youth and skills.

Discussions

Asia and the Pacific

Representing the UNEVOC network in the Asia and Pacific, Mr Phil Loveder focused on the regional challenges, including different methods of gathering information on skills demands in the labour market. He highlighted the regional network's significant activities and attainment. Prominent topics in the region included enhancing the image of TVET, access to decent jobs, and providing adequate and affordable teaching resources and infrastructure. There is a need for human resource development (HRD) planning by utilizing technology for forecasting in TVET. In order to attain 'TVET for all' and ensure sustainable development, TVET provision needs to be harmonized by promoting regional integration and linking it to economic growth.

Africa



Mr Mathews Phiri, UNEVOC regional representative for the African region, reported on recent activities of UNEVOC centres in that region. Actions to promote TVET have included operationalizing TVET reforms in Mozambique. A workshop was held on the African Union Second Decade of Education for Africa TVET Plan of Action (Kenya). At the same time, one pressing concern is to obtain sustainable financial support from the government.

The major challenges in pursuing promotion of TVET skills were recognized: TVET teacher training, a regional qualifications framework (RQF), HRD strategies for a skilled workforce, optimal utilization of resources, open and distance learning, the choice between structured work-based learning (workplace training) or on-the-job training (OJT), monitoring and evaluation systems for quality, and a responsive labour market system.

Latin America and the Caribbean



Mr Fernando Rodriguez, UNEVOC regional representative for Latin America and the Caribbean, talked about establishing and enhancing livelihoods for youth in the region. The National Institute for Apprenticeship, Costa Rica (INA) hosted UNESCO-UNEVOC's regional forum for Latin America and the Caribbean Region on 'Transforming TVET (greening/youth and skills)' held on 27–29 August 2013 in San José, Costa Rica. Regional PPs on greening TVET, and youth and skills, were presented in the forum, and forty-four delegates attended.

Mr Rodriguez presented a snapshot of the activities undertaken by the UNEVOC centres in his region. The strategic focus of the Caribbean region includes revitalization of UNEVOC centres and network activities, increasing partnerships/stakeholder engagements, youth unemployment/skills development programmes, TVET policy reviews and implementation of the CARICOM TVET strategy, strengthening of interaction and engagements with the Latin American and Brazil clusters, and updating of the UNEVOC cluster database.

Europe and North America



Ms Susan Sproule, UNEVOC regional representative for Europe and North America, suggested that the main goal of the ACCC endeavours and programmes is to lead in niche areas and specialized technologies, with the aim of producing quality graduates with enterprising skills, high employability and a competitive edge.

She outlined the comprehensive ACCC Pan-Canadian Protocol for Sustainability by incorporation of sustainability practices in procedures and operations. The programme is guided by strategic thrusts towards providing a holistic training and development programme, providing a conducive environment and an ecosystem for skills development.

Session 6: International and regional organizations' perspectives

Regional organizations have an important role to play in the dynamic landscape of TVET systems. Before the succeeding session on the perspectives of development partners, this session offered an insight into activities undertaken by international and regional organizations. Mr Ra Sungsup from the Asian Development Bank (ADB) chaired the session.

The session provided perspectives on the range of programmes and initiatives implemented by the Southeast Asian Ministers of Education Organisation Regional Centre for Vocational and Technical Education and Training, Brunei (SEAMEO-VOCTECH), the Colombo Plan Staff College, Philippines (CPSC) and the Association of South-East Asian Nations (ASEAN) Secretariat.

Discussions



Demystifying the SEAMEO VOCTECH leadership in TVET for sustainable development
Mr Marcelino C. Gapultos, Jr,
SEAMEO-VOCTECH

Mr Gapultos talked about the initiatives of SEAMEO-VOCTECH, its renewed mission, and the commitment to serve in strengthening the TVET systems of its member countries by enhancing capabilities through networks and partnerships in the areas of preparation, R&D and data services.

With its strong capabilities for a competitive advantage, SEAMEO VOCTECH envisions 'A globally

recognized Regional Centre of Excellence in TVET'. The organization addresses the need and issues primarily through training and development, R&D, knowledge management, visibility, active partnership, linkages and organizational sustainability. Supplemental initiatives include continuous training of teachers and school administrators to produce highly competitive students, promotion of strong cultural ties among Asian neighbours to instil awareness of the significance of education for sustainable development (ESD), and enhancement of corporate social responsibility (CSR) by integrating the three pillars of ESD for the greening of the environment.



The CPSC role in enhancing and greening TVET through staff development

Mr Mohammad Naim Yaakub,
Colombo Plan Staff College
(CPSC)

Mr Yaakub highlighted the complexities and the varied and diverse priorities and challenges in the context of CPSC members. Along with partner organizations, CPSC is advocating skills formation and training through TVET as an effective platform to execute capacity-building approaches. This is made possible through innovative strategies to build the technical capacity of the human resources (teachers and other agents of development). It is imperative to address the overarching issues such as poverty, gainful employment and decent work in the region. For capacity-building in the member countries, the CPSC programme includes computer and network technologies, TVET curriculum development, industry-institution linkage, developing non-technical skills, R&D, and sustainable development for poverty alleviation.



Mapping of cooperation on TVET in ASEAN

Mr Budidarmo P. Kuntjoro-Jakti,
ASEAN Secretariat

Mr Kuntjoro-Jakti presented the ASEAN Secretariat's activities by mapping TVET cooperation within the ASEAN region. The enhancement of skills development and training is contributing to the increased competitiveness of the ASEAN region by generating adequate employment opportunities for its population.

The concept of green jobs is a new emerging issue in the region. Efforts are in progress for research, sharing experience and enhancing cooperation among stakeholders in promoting green jobs at the national level and through regional cooperation.

Curricular reforms and enhanced regional cooperation were encouraged in the discussion following the presentations.

Session 7: Development partners' perspectives

This session concentrated on the perspectives and approaches of development partners shaping global policies on youth and skills as well as greening TVET, and how synergies can be created for ongoing and future activities. Ms Mmantsetsa Marope, UNESCO, chaired the session. Representatives from UNESCO, ILO and GIZ shared their perspectives.

The initiatives by the development partners in the region demonstrated active involvement and commitment in achieving youth and sustainable development.

Discussions



Advancing TVET for youth employability and sustainable development: development partners' perspectives
Mr Matthieu Cognac, ILO Asia and the Pacific

Mr Cognac elaborated on ILO's role as an international advocate for the employment of young people, and shared the essential elements and assumptions of ILO for advancing TVET for youth employability and sustainable development. The youth unemployment rate remains persistently high throughout the world: it is estimated at 12.6 per cent in 2013. Presently, 73.4 million young people are unemployed. In the ASEAN countries up to 14 million children will not be enrolled in school by 2015, and 200 million young workers earn less than \$2 per day. About 600 million jobs are required to be created in the next ten years. The major effects of youth unemployment are economic (loss of opportunities), social (social exclusion, increased crime, violence and social unrest) and psychological (discouragement, mental health problems, drug-taking and so on).

With the transition to greener economies, there is the emergence of new occupations and an opportunity to fit skills to these job profiles. The ILO resolution highlights that the transition to a low-carbon economy will have a positive impact on employment. Strengthened regulations to reverse climate change would lead to more environmental products and services being developed. The expansion of green sectors will entail more labour-intensive tasks and the emergence of new occupations. The essential skills set

includes strategic and leadership skills, communication and marketing skills, advisory skills, adaptation, transferability skills, environmental awareness, networking, IT and language skills.

Youth participation is perceived to be undermined by governments and policy-makers. Skills and environmental policies need to be integrated into national development plans. Inter-regional coordination, effective labour market institutions and enterprise-level interventions need to be clearly embedded in a coherent national policy framework.



The current GIZ portfolio in TVET and the labour market in Asia, with a focus on greening TVET, and youth and skills
Mr Harry Stolte, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

Mr Stolte highlighted GIZ's TVET portfolio in the Asia-Pacific region. Recent projects have included integration of aspects of environmental protection into vocational education, and the development of curricula and training concepts to meet the demands of business sectors. He outlined GIZ's human capacity development approach to international cooperation through its modular programme on International Leadership Training for TVET, Climate Change and Green Jobs.

There is a need for a stronger focus on partnership and cooperative approaches, strengthening of ownership especially through human capacity development, and a stronger focus on regional alignment, exchange and cooperation for realizing GTVET, and youth and skills development.



Skills and sustainable development through education and TVET at UNESCO – a perspective
Mr Gwang-Jo Kim, UNESCO Bangkok

Representing UNESCO Bangkok, Mr Kim succinctly covered the relevant foundation policy frameworks of the UNESCO as the base for its work in youth employability and the green economy. Disparities in occupational skill-mix between countries in the region still persist. In support, it was mentioned that many young people face difficulties in finding employment. Global unemployment stands at 200 million, nearly half of whom are in the Asia-Pacific. Globally around one in eight people aged 15 to 24 are unemployed. Young people are about three times as likely as adults to be unemployed.

The relevance of education remains a challenge in tackling the skills mismatch. Forty-five per cent of employers in Asia faced difficulty in finding suitable talent in their markets in 2012, up from 28 per cent in 2006. The skills mismatch with jobs requires not only upskilling but also 'right skilling' which balances high, medium and low skills. Regarding education and policy responses, the quality of education has increased in the region but there is a need to assess transversal skills.

To tip the balance in favour of the region, long-term changes will have to be instituted including reforms in the TVET sector, strengthening of education quality, promotion of innovation, and expansion of new sources of employment through entrepreneurship development and microfinance. Simultaneously, there is a demand for a greater dialogue with all TVET actors, such as the private sector, academia, community and the NGOs, in driving the youth and skills, and sustainable development agendas. Equally, there needs to be an emphasis on soft skills and industry participation in order to overcome the differences, and incentives should be introduced to boost industry involvement.

Study tour



A study tour was organized for UNEVOC network members to the Incheon Campus of Korea Polytechnics, followed by a visit to HRD Korea, to learn about the Korean experiences in youth and skills sector development. The opportunities provided for participants showed that TVET's role in promoting youth employability and sustainability in other critical sectors could be used as a good model. In view of the key learning gained from the study visit, delegates took home both theoretical and experiential insights that could guide developing countries in harnessing strategies for TVET for youth employability and sustainability.

Strengthening the UNEVOC Network



The consolidation of the regional and inter-regional UNEVOC network was one of the conference's objectives. Thus, an exclusive session for UNEVOC network representatives was scheduled for 6 September 2013. Representatives from countries including Australia, Botswana, Cambodia, Canada, Costa Rica, Germany, India, Mongolia, Myanmar, Nepal, New Zealand, Pakistan, Philippines, the Republic of Korea and Sri Lanka attended the discussion.

Mr Majumdar thanked the participants for joining the discussion, updated the representatives on recent and future activities by the International Centre, and highlighted the steps taken by the UNEVOC International Centre to revamp its network from 2011 to the present. A Network Working Plan has been developed following an intensive documentation review and member consultation. There are three main aspects: consolidation, strengthening and expansion. One of the actions taken by the International Centre was to revamp and reorganize the network for better coordination and increased effectiveness. For each of the five regions, cluster coordinators have been designated to improve network communication within the region and with the International Centre.

Subsequently, the UNEVOC network representatives were asked to share brief updates about their centres' recent activities. Based on the feedback and discussion, challenges remain concerning strengthening communication lines and responsiveness of individual centres. Mr Majumdar requested the network coordinators to update and upload information, and create a minimum functional infrastructure to coordinate between TVET actors and the UNEVOC International Centre. Lastly, ideas were collected for potential programme thrust and regional priorities beyond 2014. Some of the potential thematic areas suggested were quality assurance, teacher training, technology in education and training, empowering women through TVET, work-based learning, mobility of the workforce, labour market information, ICT in TVET and RQFs.

This session focused on important discussions about strengthening the UNEVOC network. The delegates appreciated the overall efforts of the UNEVOC Centre to create a platform for inter-regional dialogue as well as sharing of best practices in TVET. The network

centres were encouraged to conduct follow-up activity for promoting youth and skills and sustainable development issues in the light of the discussions in the forum. It was stressed that initiatives at the national level are necessary to address the regional challenges through the TVET system.

Closing, conclusions and the way forward



The formal closing programme was facilitated by Mr Majumdar and Ms Jisun Chung, representing Mr Young-bum Park, president of KRIVET and chair of the forum's organizing committee.

Mr Majumdar thanked and congratulated the delegates for their commitment and dedication throughout the forum, and expressed his appreciation for the new directions being taken by UNEVOC and its network. The discussions particularly on promising practices have given each delegate a different perspective on TVET, which may serve as an inspiration in developing their own plans. These discussions have given opportunities to open up further dialogues with a view to pinpointing relevant subsequent actions in future.

All delegates recognized that youth and skills, and sustainable development, are topics of high importance in TVET. Many of the concerns may be addressed with active engagement through North–South, South–South and North–South–South collaboration. At the country level, delegates were encouraged to organize sensitization activities, disseminate ideas on a broader scale and echo the substantive input gained from the forum.

As a follow-up to the conference, the authors of the PPs were requested to revise their papers based on the following criteria outlined during the event, and resubmit the documents by 15 October 2013.

Introduction

Provide an outline of the context and objectives behind the promising practice. Please ensure the focus is on the initiative itself and not only a description of your institution. Please consider that the reader of this proposal might not be familiar with your regional context, your national TVET system or your institution.

Try to avoid abbreviations, acronyms or excessive detail requiring in-depth technical knowledge.

Innovation

What is new and innovative about your initiative? Try to elaborate the aspects that make your initiative unique compared with other existing models/initiatives.

Impact

Provide a description of the educational, economic and social impacts of the initiative. Do you have any measurable results of the impacts? What has improved since the implementation of your initiative? What makes your approach promising?

Transferability

What are the political, social, economic, geographic or cultural aspects that make your model transferrable to other contexts? Is it scalable to other regions or countries? Why do you think it worked so well in your specific country (political backing, policies, institutional landscape, key stakeholder involvement etc.)?

Challenges

Please identify and describe the challenges you faced when implementing your initiative?

In addition, the following concluding remarks were given:

- I. To further follow up the findings in the context of providing a platform to promote inter-regional dialogue, a global UNEVOC forum will be organized by the UNESCO-UNEVOC International Centre in Bonn in 2014 to address the post-2015 agenda;
- II. All (participating) UNEVOC Centre representatives were requested to strengthen the twin activities Youth and Skills and Greening TVET;



Exclusive session for UNEVOC network representatives

- III. The further consolidation of the UNEVOC network is vital for regional harmonization and development. The participants are encouraged to regularly report their conducted activities through the UNESCO-UNEVOC online portal. Furthermore, they are requested to contribute to UNEVOC's online services, such as the e-Forum, the World TVET database and the promising practices database;
- IV. Joint collaborations and multi-stakeholder partnerships, including the private sector, were highlighted as a means to benefit from synergies and promote regional harmonization;
- V. The communication between the UNESCO-UNEVOC International Centre, the regional cluster coordinators and the centres within the clusters will be further encouraged. The International Centre strongly supports the concept of sub-regional activities coordinated among regional UNEVOC centres.



Korean totem poles called jangseung or village guardian traditionally placed at the edges of villages to mark for boundaries and frighten away demons.

Annexes

List of participants

No.	Name	Institution
1	Agrawal, Vijay Kumar	National Institute of Technical Teachers' Training and Research, India
2	Benny, Graeme	Careers NZ, New Zealand
3	Bokhari, Adeela	NAVTC, Pakistan
4	Brandt, Jörg	BBPLKDN, Vocational Training Centre, Indonesia
5	Bruns, Hans-Ludwig	TVET Reform Support Programme, GIZ Pakistan
6	Bujinlkham, Duger	Observatory and UNEVOC Centre of Mongolia
7	Chi Truong, Nguyen	GDVT, Viet Nam
8	Chung, Jisun	KRIVET, Republic of Korea
9	Cognac, Matthieu	ILO Regional Office for Asia and the Pacific, Thailand
10	da Costa, Ipolito	Timor-Leste
11	Deliansyah, Riza	PT Astra Int. Tbk, Indonesia
12	Febrianti, Diah Suran	PT Astra Int. Tbk, Indonesia
13	Fischer, Gerhard	ASEAN Hydro Power Competence Centre (HYCOM), Indonesia
14	Fleischle, Johannes	GIZ Magdeburg, Germany
15	Gapultos, Marcelino C.	SEAMEO-VOCTECH, Brunei
16	Han, Janette	KRIVET, Republic of Korea
17	Heile, Heinz-Josef	GIZ Timor- Leste
18	Hing, Sideth	DTVETM, Cambodia
19	Jayalath, Janaka	TVEC, Sri Lanka
20	Khambayat, Rajesh P.	National Institute of Technical Teachers' Training and Research, India
21	Khan, Raja Saad	TVET Reform Support Programme, GIZ Pakistan
22	Kim, Bohyun	UNESCO UNEVOC, Germany
23	Kim, Gwang-Jo	UNESCO Regional Office, Thailand
24	Kim, Heew	Korean National Commission, Republic of Korea
25	Kottmann, Imke	UNESCO-UNEVOC, Germany
26	Kuntjoro-Jakti, Budidarmo P.	ASEAN Secretariat
27	Kwon, Dae-Bong	Korea University
28	Lamichhane, Ram Hari	CTEVT, Nepal
29	Lazelle, Brenda	PINZ, New Zealand
30	Lee, Jeong Taik	APEC Study Association of Korea
31	Loveder, Phil	NCVER, Australia
32	Lwin, Ko Ko	Ministry of Industry, Myanmar
33	Majumdar, Shyamal	UNESCO-UNEVOC, Germany
34	Mar Aye, Khin	Ministry of Labor and Social Security, Myanmar
35	Marope, Mmantsetsa	UNESCO, France
36	Millar, Celestino	TESDA, Philippines
37	Na, Seung-il	Ministry of Education, Republic of Korea
38	Park, Jong-Koo	Korea Polytechnics, Republic of Korea
39	Park, Young-bum	KRIVET, Republic of Korea
40	Phiri, Mathews	BOTA, Botswana

No.	Name	Institution
41	Rodriguez, Fernando	INA, Costa Rica
42	Ropata, Hikitia	Careers NZ, New Zealand
43	Sproule, Susan	ACCC, Canada
44	Srikrishna Chopra, Bhavna	NSDC, India
45	Stolte, Harry	GIZ Magdeburg, Germany
46	Subrahmanyam, Gita	London School of Economics, United Kingdom
47	Sungsup, Ra	ADB, Philippines
48	Theingi	Ministry of Science and Technology, Myanmar
49	Thi Hang, Nguyen	Vietnamese Vocational Training Association, Vietnam
50	Thomann, Birgit	BIBB, Germany
51	Tun, Win Maw	Ministry of Science and Technology, Myanmar
52	Van Tien, Mac	National Institute for Vocational Training/GDVT, Vietnam
53	Virak, Nguon	CIEDC, Cambodia
54	Wahab, Abdul	Ministry of Manpower and Transmigration, Indonesia
55	Yaakub, Mohammad Naim	Colombo Plan Staff College for Technician Education (CPSC), Philippines
56	Yi, Sung-ki	HRD Korea, Republic of Korea

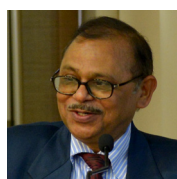
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19. Strengthening regional harmonization for the transformation of TVET
<http://www.unevoc.unesco.org/go.php?q=Strengthening+regional+harmonization+for+the+transformation+of+TVET+>

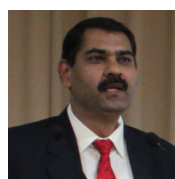
Session chairs, moderators and facilitators



Mr Vijay Kumar Agrawal
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