

UNEVOC in Action

Biennial report 2010-2011



United Nations
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International Centre
for Technical and Vocational
Education and Training



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Biennial report 2010-2011

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Preface



I am pleased to share with you the 2010-2011 Biennial Report of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. As you will see in the report, the 2010-2011 biennium was an eventful one for the Centre. Technical and vocational education and training (TVET) gained an upsurge in interest from the international community, whilst UNESCO Member States increasingly expressed the vital need for TVET development in their respective countries.

As more people worldwide gain access to basic education and new technologies and globalized economies open up employment opportunities, education systems face increasing pressure. There is an urgent need for relevant education that is connected to the world of work. Technical and vocational education and training can provide individuals with the necessary skills for the labour market and is crucial for economic and social development.

In 2009, UNESCO introduced a TVET strategy which provided the UNESCO-UNEVOC International Centre with a chance to reinforce its role and function as UNESCO's lead agency for worldwide service in TVET development. In light of the strategy, UNESCO-UNEVOC repositioned itself as a centre for capacity and resource development and revamped its function as the hub of the UNEVOC Network. During 2011, the Centre geared up to take on the challenge of streamlining its internal capacity by improving in the priority areas of capacity development, strengthening the UNEVOC Network, resource development and dissemination, and in-house improvements.

To fulfil its mandate in promoting and assisting countries implement a holistic vision of TVET, UNESCO-UNEVOC undertook various activities worldwide in 2010-2011 in the areas of TVET for all (EFA), greening TVET, entrepreneurial learning, teacher education, ICTs, and HIV and AIDS, while also focusing on strengthening the UNEVOC Network. These activities included conferences, workshops, seminars, publications and various online services, all of which facilitated

knowledge-sharing and networking amongst UNEVOC beneficiaries and in particular members of the UNEVOC Network.

Parallel to the Centre's activities, UNESCO-UNEVOC worked closely with UNESCO Headquarters in Paris to harmonize its activities and put major efforts into reinforcing partnerships and collaborations with relevant partners. The Centre is delighted that the relationship with Germany as its host country was strengthened and intensified during the biennium. The UNESCO-UNEVOC International Centre extends its sincere gratitude to the Federal Government of Germany for the generous hosting and funding provided to the Centre.

It was during 2011 that UNESCO-UNEVOC introduced its new slogan 'Promoting learning for the world of work'. The slogan serves as the Centre's motto and reiterates the purpose of UNEVOC's work. Although the Centre went through some major transitions during the biennium, including a change in strategic leadership, the Centre is now fully geared to achieve new heights in promoting TVET development worldwide, kicking off the new biennium with the 3rd TVET congress in Shanghai and UNEVOC's 10-year anniversary.

Shyamal Majumdar
Head of UNESCO-UNEVOC







Introduction



This biennial report provides a comprehensive overview of the UNESCO-UNEVOC International Centre's activities in TVET in 2010-2011. 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. We hope that the readers will find the report useful for their work.

The UNESCO Strategy for TVET, which was developed in 2009, placed TVET higher on the agenda and sparked interest from the international community. The Strategy gave UNEVOC the chance to reinforce its role and function as UNESCO's lead agency for worldwide service in TVET development, with the unique mandate to promote and assist countries implement a holistic vision of TVET that encompasses the notions of education and training in an equal manner, is lifelong and accessible to all. In 2011, the UNESCO-UNEVOC International Centre repositioned itself as a centre for capacity and resource development and revamped its function as the hub of the UNEVOC Network.

During the biennium, the International Centre undertook a range of activities promoting TVET development in all world regions, focusing its work on skills development for employability and livelihood, and greening TVET for sustainable development. Achievements in 2010-2011 include:

- The expansion of the worldwide UNEVOC Network to 285 Centres in 165 Member States, as well as the revamping of the UNEVOC Network by reviewing its status and functionality. In the reviewing process, the profiles of 136 UNEVOC centres were updated, and relationships with UNEVOC Centres were reinforced through regional, international and thematic meetings. UNEVOC organized Network activities which reached over 180 TVET professionals from more than 50 countries. UNEVOC Network members were also actively engaged through attending other thematic meetings initiated by UNESCO-UNEVOC and through the UNEVOC Network Portal.

- The successful implementation of various activities with the aim to enhance countries' capacity to develop their TVET systems and contribute to the professional development of TVET policy-makers, practitioners and experts. Through conferences, seminars and workshops organized on a national, bilateral, regional and international level, UNESCO-UNEVOC promoted emerging and thematic issues in TVET development. In 2010-2011, UNESCO-UNEVOC co-organized 10 conferences, seminars and workshops in which more than 600 TVET professionals from over 80 countries participated.
- The promotion of good practices in TVET through an extensive publications programme, a Knowledge Management Centre featuring over 4000 publications and an interactive kiosk, the knowledge-sharing platform TVETipedia and a resourceful website with a new design. During the biennium, 12 publications were published on a broad range of TVET topics.
- Advancing knowledge sharing and discussion among TVET policy makers, practitioners and researchers through the further expansion of the e-Forum community to 2,075 members, and the introduction of moderator-driven discussions to encourage focused consultations on crucial themes in TVET development.

UNESCO-UNEVOC highly values the cooperation with its partners worldwide and works closely together with all other entities within UNESCO and relevant institutions such as specialized international and regional agencies, donors, national institutions and the private sector. The Centre perceives close collaboration with the host country Germany as vital to achieving its objectives and would like to thank all partners for their continued support.

Detailed information about the many activities that the UNESCO-UNEVOC International Centre undertook in 2010-2011 can be found in this report, as well as on the new UNESCO-UNEVOC website www.unevoc.unesco.org





The UNESCO-UNEVOC International Centre

Background

The acquisition of skills for work, and for citizenship, is crucial for economic and social development. It is important for individuals, for communities and, at the aggregate level, for nations. Ideally, TVET is relevant to the needs of the labour market, of high quality, and broadly accessible. This ideal is a far cry from reality for many UNESCO Member States.

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training assists UNESCO's 195 Member States strengthen and upgrade their TVET systems. It is a key component of UNESCO's international programme on technical and vocational education and training. It was established in 2000 and inaugurated in Bonn in 2002.

UNEVOC particularly focuses on contributing to the overarching UNESCO goals in TVET, namely, to contribute to the development of TVET worldwide by adding value to Member States' policies and practices and by complementing the extensive contributions made by other major international organizations working in the field. UNESCO-UNEVOC gives priority in its work to people and regions in the world that are most in need. High priority is placed on international cooperation, partnerships and networking.

The Centre is the hub of the UNEVOC Network, which consists of TVET institutions worldwide, and takes action to strengthen and upgrade the Network with particular reference to:

- stimulating international and regional cooperation concerning human resource development,
- promoting UNESCO normative instruments and standards,
- promoting best and innovative practices in TVET,
- knowledge sharing,
- mobilizing expertise and resources, and
- strengthening partnerships with other relevant agencies.

UNESCO's Strategy for TVET

Technical and vocational education and training has been defined as one of four priority areas of UNESCO's education programme, along with literacy, teachers and sector-wide education plans. TVET is seen as an integral part of the Education for All (EFA) initiative, especially with regard to goal 3 relating to the development of 'appropriate learning and life skills.' Through its orientation towards the world of work and the acquisition of skills, TVET can play an essential role in promoting a country's economic growth and contribute to poverty reduction.



UNEVOC team

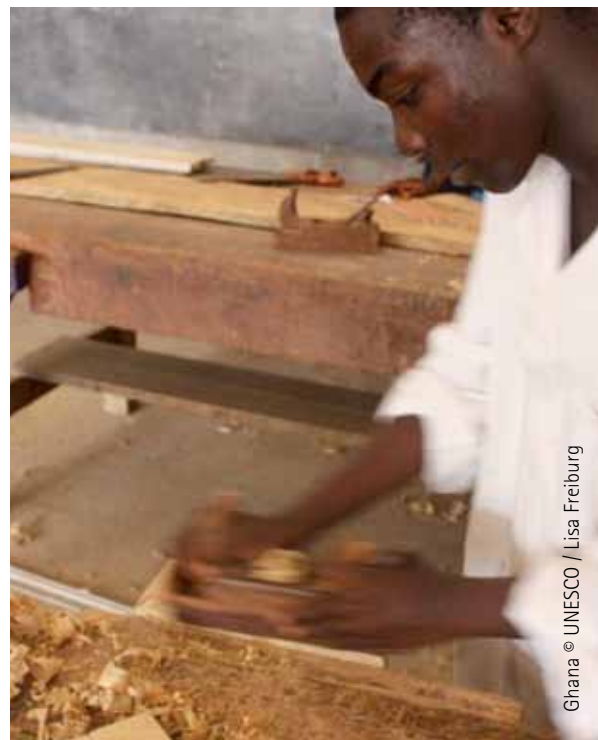


Egypt © ILO / Marcel Crozet

All activities of UNESCO in this area adhere to the UNESCO TVET Strategy, which was developed in 2009 and guides the organization's work in the years 2010 to 2015. Guided by this Strategy, UNESCO-UNEVOC is dedicated to promoting technical and vocational education and training and skills development for the world of work within the broader framework of lifelong learning. Based on the three core areas identified in the strategy, UNEVOC focuses its actions on:

- provision of upstream policy advice and related capacity development;
- clarification of the concept of skills development and improvement of monitoring; and
- clearinghouse-related actions and informing the global TVET debate.

In accordance with the strategy, UNESCO-UNEVOC promotes resource and capacity development activities and initiates dialogue, knowledge sharing, and global networking through its two flagship communities: the UNEVOC Network – a worldwide Network of specialized TVET institutions, and the e-Forum – a virtual community for TVET experts, policy-makers and researchers. Building on its strengths and well-established infrastructure and communities, UNESCO-UNEVOC harnesses innovative practices and is devoted to expanding its outreach. Overall, the work of UNESCO-



Ghana © UNESCO / Lisa Freiburg

UNEVOC focuses on reinforcing its role and function as UNESCO's lead agency for worldwide service in TVET development, with the unique mandate to promote and assist countries implement a holistic vision of TVET that encompasses the notions of education and training in an equal manner, is lifelong and accessible to all.

TVET for the world of work

In a progressively globalized world, education and training, within the broader tenets of lifelong learning, are considered crucial to reducing poverty and can significantly increase the likelihood of finding decent work. Since the Second UNESCO International Congress on Technical and Vocational Education (1999), TVET has been recognized as one of the streams of education that offers the most direct potential of contributing to improved livelihoods and social cohesion.

Currently, the benefits of technical and vocational education and training are not equally distributed and in many countries its potential has not been fully utilized. Knowledge-based economic trends and increasing dependency on ICT are widening the gap between the rich and poor. Despite scientific and technological advancements, many people in the world are unable to meet their most basic needs. While the number of youngsters completing primary school is rapidly increasing, the same young people will soon face high levels of unemployment, job insecurity, inadequate further education and major social inequity.

A fundamental purpose of TVET is to equip people with capabilities that can broaden their opportunities in life, and prepare young people for the transition from school to work. TVET programmes can play an important role in preparing young people for the world of work and provide them with the skills necessary to find decent (self-) employment. In many countries, however, TVET systems are not prepared to face these growing numbers of people and often, linkages with the labour market are lacking. TVET and skills development for the world of work have become one of the four priorities in the UNESCO Education Programme alongside literacy, teacher education and sector-wide planning. The 2012 Global Monitoring Report, also on skills development, recognizes the growing numbers of youth who deserve greater opportunities for decent jobs and better lives. Within this context, UNESCO-UNEVOC is dedicated to assisting Member States strengthen and upgrade their TVET systems and practices in order to support young individuals in establishing sustainable livelihoods.



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Indonesie © ILO / A. Mirza

Top photo: Worker at Hangzhou Steam Turbine Co., the largest producer of industrial steam turbines in China. Hangzhou. China (2007)



UNESCO-UNEVOC's action for capacity development



In the area of capacity development, UNESCO-UNEVOC places value on the various aspects of TVET in terms of its relevance, quality, image, access, capacity, efficiency and effectiveness, whilst focusing on two major themes:

- Education for All (EFA) with an emphasis on skills development;
- Greening TVET for sustainable development in the context of the United Nations Decade of Education for Sustainable Development (DESD).

UNESCO-UNEVOC's capacity development programmes are implemented through a wide range of activities such as the organization of training programmes, workshops and conferences. UNESCO-UNEVOC also commissions research as a mechanism for capturing different perspectives, experiences, and practices to inform decision-making. The Centre provides consultancies and offers training possibilities and study tour opportunities. UNESCO-UNEVOC performs a major role in delivering necessary support with the aim of blending upstream policy advice with downstream capacity building to assist its Member States. In 2010-2011, UNESCO-UNEVOC co-organized 10 capacity development programmes in which more than 600 TVET professionals from over 80 countries participated.

During 2010-2011, UNESCO-UNEVOC assisted Member States develop and improve TVET by advocating the integration of TVET in a sustainable manner. In particular, UNEVOC's work focused on the following areas:

- Policies and frameworks;
- Greening TVET for sustainable development;
- Entrepreneurial learning;
- TVET teacher education and training;
- ICTs and TVET; and
- TVET, HIV and AIDS.

Policies and frameworks

The development of an effective TVET system is at the heart of countries' education reform efforts. The chosen system establishes a framework which influences such important matters as access to, and the quality of, TVET. In line with Education for All (EFA), the UNESCO-UNEVOC International Centre supports UNESCO Member States develop TVET systems that best suit their particular needs and requirements.

UNEVOC assists CapEFA implementation in Malawi and Tanzania

Lilongwe, Malawi, 8-9 July 2010, and Zanzibar, Tanzania, 31 August-5 September 2010

In 2010, the UNESCO-UNEVOC International Centre continued to provide assistance to some UNESCO Cluster Offices in Africa in connection with the implementation of the CapEFA programme¹. Previously, the Centre contributed to a seminar organized by the UNESCO Harare Office in 2009 towards building capacity for Education for All. CapEFA projects are being implemented in the areas of TVET, among others, in Sub-Saharan Africa under the leadership of various UNESCO Cluster Offices.

From 8 to 9 July 2010, Mr L. Efison Munjanganja took part in a national feedback workshop on TVET policy review for Malawi in Lilongwe. He participated alongside Programme Officer Mr Saul Murimba from the UNESCO

¹ *Capacity Building for Education for All (CapEFA) is an extra-budgetary technical assistance programme through which donors pool voluntary contributions to support national capacity-building and upstream activities in high-priority areas for educational development. Since its inception in 2003, it has evolved in focus and scope, shaped by UNESCO's biennial planning and reforms, lessons learnt, progress reports, evaluations, and interactions with donors. The programme concentrates on a limited number of selected country proposals, Africa and least-developed countries (LDCs) being the programme's priority. It is dedicated exclusively to upstream activities and only allows downstream activities to the extent that they are entirely justified.*



Harare office 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 CapEFA for TVET Development in Malawi, and the execution of the segment on curriculum innovation. The UNESCO-UNEVOC International Centre provided technical assistance in attending to that segment.

UNEVOC's participation in the Regional Seminar on Capacity Development in Planning, and Implementation of CapEFA for TVET Development and on Regional Coordination of TVET Activities in Africa from 31 August to 5 September 2010 in Zanzibar, Tanzania, was part of the technical advice and assistance in implementing the CapEFA projects. The workshop was attended by 23 participants from 9 countries, including staff of UNESCO Cluster Offices in Sub-Saharan Africa, the CapEFA team at UNESCO Headquarters, UNESCO-UNEVOC, national coordinators for CapEFA, partners from UNDP in Dakar, Senegal, the African Union, the Southern African Development Community (SADC) and Central Africa, and ministries in CapEFA project countries. It was a component of a regional CapEFA project which is implemented by the UNESCO Regional Bureau for Education in Africa (BREDA) in Dakar. The specific objectives of the workshop included the development of capacities in order to improve the elaboration of policy and management of TVET programmes. Mr Munjanganja led the session on the UNESCO TVET Strategy and the assistance obtainable from UNESCO Headquarters and UNEVOC with reference to CapEFA.



Knowledge-sharing workshop on Good Practices and Effective Institutions to Bridge Education, Training and Decent Work

Turin, Italy, 4-6 May 2011

The International Labour Organization (ILO) and ILO's International Training Centre (ITC-ILO) held a three-day knowledge-sharing workshop on good practices and effective institutions to bridge education, training and decent work. It took place from 4 to 6 May 2011 at the ILO's International Training Centre in Turin. With regard to the specific conceptual framework, the workshop drew on the G20 Training Strategy, which was

included in the Action Plan on Development adopted at the G20 Seoul Summit (November 2010). It called on international organizations to work together to support developing countries 'to continue to develop employment-related skills that are better matched to employer and market needs in order to attract investment and decent jobs.'

Against this background, the main objective of the workshop in Turin was to bring together representatives of national governments, skills policy makers, international organizations and social partners to share know-how and experiences, learn about innovative approaches, reflect on the adaptability of different ideas to particular circumstances, and identify priorities for further south-south knowledge-sharing and for technical and financial support. The workshop dealt with practical matters, which impact on the implementation and effectiveness of skills development policies and institutions in diverse countries.

UNESCO-UNEVOC was also invited to the meeting. Within the framework of the panel discussion on skills development networks and knowledge-sharing, Teeluck Bhuwanee, Head of the UNEVOC Network, held a presentation. What are the success factors for maintaining knowledge-sharing network or communities of practice in the area of skills development? How is the potential of ICT best put to use? What are the indicators of the use and impact of knowledge-sharing platforms? These were some of the main questions addressed during the discussion. Most prominently, Mr Bhuwanee outlined both the current achievements and major success factors related to the UNEVOC Network, such as the exploitation of synergies deriving from the enhanced use of ICT, including the emphasis put on the e-Forum as a virtual community of TVET experts from around the world sharing information and knowledge about different aspects of TVET.

Workshop on the expansion of vocational education in secondary education in Lao

Vientiane, Lao PDR, 3-6 July 2011

UNESCO-UNEVOC attended a workshop on the expansion of vocational education in secondary education in Vientiane, Lao PDR, from 3 to 6 July 2011. The workshop was organized by UNESCO Bangkok and the Ministry of Education and was initiated under the framework of UNESCO Bangkok's country support programme in Lao PDR, Capacity-development for Education For All (CapEFA), and in particular one of its four components on capacity development for secondary education reforms. The main objective of UNESCO's interventions under this component is to contribute to strengthening the capacity of the Ministry of Education at both central and decentralized levels

in planning, managing and monitoring the secondary education reforms to expand and improve the system. During the workshop, a plan for policy development for the expansion of vocational education at the secondary level was discussed. The context of secondary education on TVET was elaborated in the light of international and country perspectives and representatives from Korea, Malaysia, Australia and Thailand shared experiences during the plenary sessions. UNESCO-UNEVOC also presented their views and participated in a group discussion on key issues and policy challenges on the expansion of vocational education at the secondary level.

Synthesis workshop on School-to-Work Transition Information Bases

Bangkok, Thailand, 23-16 August 2011

UNESCO-UNEVOC conducted the workshop in collaboration with UNESCO Bangkok. The event, held in Bangkok, Thailand, from 23 to 26 August 2011, brought together 44 national experts from 11 countries, including Bangladesh, Cambodia, India, Indonesia, Kazakhstan, Lao PDR, Mongolia, the Philippines and Vietnam as well as officials and representatives from UNEVOC Centres, the Thai Office of the Vocational Education Commission (OVEC), the Colombo Plan Staff College for Technician Education (CPSC), UNESCO Field Offices in the Asia-Pacific, the United Nations Girls' Education Initiative (UNGEI), UNESCO Bangkok and UNESCO-UNEVOC. The Expert Meeting synthesized the progress of the ongoing UNESCO policy research on school-to-work transition bases in the Asia and Pacific region.

During the meeting, national experts discussed the findings gleaned from their respective country studies. The experts gave presentations on the current situations and practices in their countries with regard to skill needs monitoring, assessing labour-market performance and employer engagement. Subsequently, the national experts proceeded to put forward some policy recommendations based on the findings obtained from their research. An international consultant, Professor Young Min Lee of the Republic of Korea, consolidated the country reports and presented an initial mapping of results. Mr Adrien Boucher of UNESCO Bangkok/UNGEI also delivered a presentation on the UNGEI study on the gender dimension of the school-to-work transition process in selected Asia-Pacific countries, including Indonesia, the Philippines and Vietnam. Following these presentations, breakout and plenary sessions were held to brainstorm and elaborate on the policy recommendations proposed by the national experts and to formulate concrete next steps for further action by national governments, UNESCO, international organizations and development partners. Elected group

rapporteurs reported back to the plenary the priority issues they identified and the strategies they formulated to draw the attention of policy makers to the school-to-work agenda and enhance the capacity of all stakeholders involved.

Friends of Democratic Pakistan workshop on Institution Capacity Building in Pakistan

Ankara, Turkey, 8-9 September 2011

Mr Teeluck Bhuwanee, Head of the UNEVOC Network, participated in the Friends of Democratic Pakistan Workshop on Institution Capacity Building which was held on 8 and 9 September in Ankara, Turkey. The Group of Friends of Democratic Pakistan (FoDP) is an open forum of donors which have expressed interest to extend assistance to Pakistan in the context of various crises faced by the country. FoDP was initiated by the Government of Pakistan on 26 September 2008 in New York on the margins of the United Nations General Assembly session, and invites and confirms states and institutions for membership.

The FoDP Institutional Capacity Building Workshop, with seven working group meetings, was seen as an opportunity for the Government of Pakistan and the international community to review the ongoing programmes, to better strategize institutional linkages and partners, and to identify models of success, flagship institutions and institutions for future partnering. Seven key areas of engagement for Pakistan were proposed and each working group made presentations on the needs, challenges and opportunities for the following thematic areas: governance, education, security/law enforcement, skill development/vocational training, energy and agriculture. In the case of TVET, it was believed that the FoDP can assist Pakistan in its endeavours to meet the requirements of skilled human resource both nationally and internationally. It was hoped that FoDP missions can help identify partner institutions to link with Pakistani institutions in order to develop their capacity, enabling them to train the required number of people in the requisite vocations.

Fact-finding mission on Teacher Training, TVET and Literacy

Cairo, Egypt, 16-20 September 2011

UNESCO-UNEVOC went on a fact-finding mission to Cairo, Egypt, to provide technical assistance in the areas of teacher training, TVET and literacy, to meet the Minister of Education and his officials and to visit educational institutions including TVET, Literacy Centre and Teachers Academy.

Mr Majumdar, Head of UNESCO-UNEVOC, met with the Minister of Education, Mr Ahmed Gamal El-Din Moussa, and the Ministry's top officials. The mission provided Mr Majumdar the opportunity to hold discussions with the Director of TVET Dr. Mahmoud Abou El-Nasr, the Head of the Professional Academy of Teachers Dr. Ramadan Mohamed Ramadan and the Head of the Adult Education Authority Dr. Mostaha Ragab. A site visit was conducted to the Sirs Layan Literacy Center, guided by the Director of the Center Dr. Raafat Radwan, and two of the Secondary TVET schools in Cairo.



Participants during workshop on TVET Policy Development in the Caribbean Region

Workshop on TVET Policy Development in the Caribbean Region

Bridgetown, Barbados, 26-30 September 2011

How can countries in the Caribbean ensure their youth and adults develop the skills needed in the labour market and achieve long-term development goals? This was one of the key questions addressed at the Caribbean sub-regional workshop 'Promoting effective skills policies and systems', which took place in Bridgetown, Barbados, from 26 to 30 September 2011. The workshop was co-organized by UNESCO-UNEVOC, the TVET section at UNESCO Headquarters, the UNESCO Kingston cluster office, the ILO regional office in Port of Spain and the ILO International Training Centre in Turin. The Caribbean Development Bank also sponsored the event.

The seminar was attended by 37 participants from 20 countries and territories in the Caribbean. Participants were senior policy makers from Ministries and TVET councils, as well as representatives of trade unions.

Ms Katerina Ananiadou, Programme Specialist at UNESCO-UNEVOC, jointly chaired two of the seminar sessions, together with Keith Holmes from the UNESCO TVET Section at Headquarters in Paris. The sessions were entitled: 'Elements of comprehensive skills and TVET policies' and 'Developing national skills and TVET policies'. The session 'Elements of comprehensive skills and TVET policies' focused on drivers and trends that have impacted TVET in the Caribbean in the last ten years and on significant reforms in the TVET systems. The discussions included the main elements that need to be analyzed to inform the development of comprehensive skills and TVET policies in the region. The elements that participants generated were compared with the themes of the UNESCO policy review guidelines. In particular, participants were asked to provide feedback on the guidelines in relation to their own national and regional context as valuable input for future policy discussions. The session 'Developing national skills and TVET policies' focused on the steps that are necessary in the development of a TVET/skills development policy.

In addition to the presenters and facilitators from UNESCO and ILO, there were presentations from the OECS Secretariat, the Caribbean Examinations Council, the Caribbean Development Bank and the Old Dominion University (USA). In her opening presentation, Ms Katerina Ananiadou gave an overview of UNESCO-UNEVOC's work and its intentions to increase its engagement in the Caribbean.

International seminar on Skills Anticipation and Matching, Common and Complementary Research Strategies

Athens, Greece, 14-15 November 2011

The international seminar, organized by Cedefop (European Centre for Development of Vocational Training), focused on exchanging experiences and exploring opportunities for cooperation between key international and national organizations to develop common and complementary research strategies for skills anticipation and matching. The seminar, which was attended by experts from various national and international organizations including the European Commission, OECD (Organisation for Economic Co-Operation and Development), NCVER (National Centre for Vocational Education Research, Australia), World Bank, ETF (European Training Foundation) and the ILO (International Labour Organization), promoted active participation and exchange of ideas through

various panel presentations and open discussions. The interactive seminar aimed to address the following themes:

- The importance of skills for the future world of work;
- Linking skills needs to education and training provision;
- Linking employment changes to skill needs; and
- Future research strategies for skills: potential cooperation.

Mr Shyamal Majumdar, Head of UNESCO-UNEVOC, attended the seminar and presented in the second session on 'linking skills analysis to education and training'. The presentation of Mr Majumdar covered three main themes:

- Technological trends and skills formation;
- Emerging occupations and its relation with education and training; and
- Fundamental challenges in identifying domain dependent generic skills.

The meeting provided a great opportunity for UNESCO-UNEVOC to meet with other organizations and exchange views on the importance of skills anticipation and matching.

Greening TVET for sustainable development

UNESCO-UNEVOC promotes TVET and education for sustainable development (ESD) through its programme activities and publications, and as part of the United Nations Decade of Education for Sustainable Development (DESD). It was one of the main themes examined at the UNESCO international experts meeting on Learning for Work, Citizenship and Sustainability that took place in Bonn in October 2004. During this meeting, the Bonn Declaration was formulated, which defines the role and contribution of TVET to sustainable development, and concludes that, if education is the key to development, TVET is the master key that opens the doors to poverty alleviation, rising standards of living, greater justice, equity and fairness in our societies².

Greening TVET is an essential and cross-cutting theme for sustainable development. In recent years, the concept of a 'green economy and society' has become central to the international agenda. It is useful to review and clarify the linkages between a green economy and sustainable development. The concept of a green economy does not replace sustainable

development, but there is growing recognition that achieving sustainability rests almost entirely on getting the economy right. As a result, economic development today must ensure that future generations are left no worse off than current generations. A major challenge is reconciling the competing economic development aspirations of rich and poor countries in a world economy that is facing increasing climate change, energy insecurity and ecological scarcity. The global rise of the green development agenda suggests that there is a need for TVET to engage more systemically with these concerns. Experience and education are critical to securing jobs. Green skills are the foundation of a green economy, society and the environment, and are therefore a priority of UNESCO-UNEVOC.



Germany © UNESCO-UNEVOC



Germany © UNESCO-UNEVOC

Experts taking part in the International Expert Meeting: Transforming TVET to Meet the Challenges of the Green Economy

² UNESCO-UNEVOC 2004. *The Bonn Declaration*. Bonn, Germany: UNESCO-UNEVOC.

International experts' workshop on Capacity Development Needs for Water Education

Munich and Magdeburg, Germany,
12-17 September 2010

The UNESCO-UNEVOC International Centre, in partnership with InWEnt Capacity Building International³, Colombo Plan Staff College (CPSC) and the German Association for Water, Wastewater and Waste (DWA) conducted an International Experts' Workshop on 'Green TVET and Education for Sustainable Development' from 13 to 17 September 2010 in Germany. The first part of the workshop focused on capacity development needs for water education and took place during the 2010 International Trade Fair for water, sewage, waste and raw materials management (IFAT) in Munich. The second part of the Workshop took place in Magdeburg. The focus was on approaches and implementation schemes in theory and practice in the context of ESD. Overall, the workshop aimed to contribute to greening TVET in support of the ESD decade and to define the role of TVET for water sustainability within the context of the changing world of work. Through working sections, the workshop explored the following areas:

- Current trends and international discourse for TVET and water education;
- Country perspectives and best practices in reorienting towards green TVET in support of ESD;
- Innovative approaches and applied technologies in TVET for the water sector; and
- Policy directives and strategies for building capacity in reorienting towards green TVET and water education in pursuit of ESD.

In order to foster south-south and north-south-south cooperation through intergovernmental collaboration, 20 participants from 17 different countries, including Afghanistan, Bangladesh, Bhutan, Fiji, India, Republic of Korea, Malaysia, Maldives, Myanmar, Mongolia, Pakistan, Philippines, Sri Lanka, Thailand, Kenya, Côte d'Ivoire, Gambia and Germany, were invited to attend the workshop.

³ Since January 2011, InWEnt has become part of the German Agency for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit – GIZ)

UNEVOC CIS regional Network meeting on Networking and Building Capacity for TVET and ESD in the Commonwealth of Independent States (CIS)

Bonn, Germany, 19-22 October 2010

The UNESCO-UNEVOC International Centre and InWEnt, in cooperation with the UNESCO Moscow Cluster Office, conducted a UNEVOC Network sub-regional consultation meeting on building capacity for TVET and ESD in the Commonwealth of Independent States (CIS). The meeting aimed to support educational leaders from UNEVOC Centres in addressing global sustainable development challenges in CIS countries. In that regard, the meeting provided opportunities to discuss the broad and inclusive concept of ESD and its initiatives in order to integrate it into TVET curricula, learning materials and activities. 24 participants, including representatives from UNEVOC Centres outside the CIS region, namely Germany, Norway, Georgia and the Ukraine, were engaged in the meeting.

The focus was on: the review of current trends and international discourse, and the potential contribution of TVET to addressing global sustainable development challenges; comprehending country perspectives and ESD-related best practices and innovations to enhance the quality of TVET; formulating programme directives

Study visit to the "Kläranlage und Abwasser Institut" (Sewage plant and Institute for Wastewater) during the CIS Regional Network Meeting in Bonn, Germany, 19-22 October 2010



and strategies to ensure an efficient implementation of the ESD decade through the UNEVOC Network; to clarify the respective roles and responsibilities of UNEVOC Centres in enhancing scientific excellence, research and ESD-related knowledge development and innovations in TVET for the second half of the ESD decade. The following particular issues were discussed:

- Responding to a sustainable labour market through TVET;
- Increasing TVET stakeholders' understanding of and involvement in ESD;
- Regionalizing and coordinating the integration of ESD into TVET through the UNEVOC Network.

International consultation meeting on Networking and Developing the Capacity for TVET and ESD in the Commonwealth of Independent States

Ufa, Russian Federation, 28 June–2 July 2011

With the aim of sharing knowledge, fostering cooperation and mobilizing expertise and resources to enhance the role of TVET in meeting the educational, economic and social needs in the countries of the CIS and regions of the Russian Federation, the inauguration meeting of the UNEVOC CIS Regional Network was held on the venue of the Bashkir Institute of Social Technologies (branch of) the Educational Institution of Trade Unions 'Academy of Labour and Social Relations' in Ufa, Republic of Bashkortostan, Russia, from 29 June to 1 July 2011. The meeting was organized by UNESCO-UNEVOC, UNESCO Moscow and the UNESCO Institute for Information Technologies in Education (IITE) in cooperation with the Government of the Republic of Bashkortostan, the Commission of the Russian Federation for UNESCO, the Committee of the Republic of Bashkortostan for UNESCO, the Bashkir Institute of Social Technologies and the German Agency for International Cooperation (GIZ).

53 TVET experts and representatives from Federal and Regional Ministries of Education (and Science) of the Russian Federation, INRULED – UNESCO International Research and Training Centre for Rural Education (Beijing, China), the Russian Academy of Education and 12 national UNEVOC Centres from the CIS and Europe, namely from Armenia, Azerbaijan, Belarus, Moldova, Russia, Kazakhstan, Kyrgyzstan, Uzbekistan, Ukraine and Germany, attended the meeting.

The three-day meeting provided a platform for discussions with a broader perspective on the transformation of TVET through constructive dialogue, exchange of experiences and elaboration of policy recommendations on priority issues such as:

- TVET development and innovations in the CIS,
- TVET transformation towards a green economy,
- The use of information and communication technologies (ICTs) in TVET, and
- TVET for marginalized groups.

Drawing on the findings and lessons learned from past activities, the meeting explored ways to further CIS UNEVOC Centres' involvement in and commitment to regional cooperation and networking. Through working group sessions, the participants addressed priorities, issues and challenges to ensure a meaningful contribution, and the potential role of the UNEVOC CIS Regional Network for sustainable development in TVET. A Commitment to Action was drafted. The participants engaged in open, friendly, and enthusiastic discussions on key issues of common interest; they reached consensus on major objectives of the UNEVOC Network, including further collaborative efforts of the regional UNEVOC Network to promote sustainable practices and principles in the field of TVET.

4th European conference on Innovations in the Environmental Sector and European conference on Competence Modelling for the Water Sector

Brussels, Belgium, 20–22 September 2011

From 20 to 22 September 2011, UNESCO-UNEVOC participated in the 4th European conference on Innovations in the Environmental Sector (INES), as well as the European conference on Competence Modelling for the Water Sector. Ms Naing Yee Mar, Programme Officer at UNESCO-UNEVOC, delivered a keynote address on competences and vocational training and a presentation about the work of UNESCO-UNEVOC in the field of TVET concerned with the benefits and implementation of competence modelling in the water sector. Building upon previous discussions held at the first three European conferences in Vilnius (Lithuania), Budapest (Hungary) and most recently in Bucharest (Romania), the conference focused on new ways and approaches for lifelong learning by competence models, e-learning and social communities. The conference provided UNESCO-UNEVOC the opportunity to engage with experts from Europe and worldwide and extend its work in the environmental and water sector.

International Expert Meeting: Transforming TVET to Meet the Challenges of the Green Economy *Bonn, Germany, 27-30 October 2011*

Building upon past and ongoing initiatives, the International Expert Meeting was organized to motivate TVET policy makers, educators and specialists for their further commitment in advancing TVET approaches towards a green society and economy through the sharing of expertise from various perspectives and the presentation of good practices at country level.

The meeting was organized by UNESCO-UNEVOC in collaboration with the German Agency for International Cooperation (GIZ, Magdeburg, Germany) and Colombo Plan Staff College for Technician Education (CPSC, Manila, Philippines), and supported by Deutsche Vereinigung für Wasserwirtschaft, Abwasser und Abfall e.V. (DWA) and the Federal Ministry of Education and Research (BMBF).

The Head of UNESCO-UNEVOC, Mr Shyamal Majumdar, opened the meeting with a welcome speech. This was followed by opening addresses from the representatives of the German Federal Ministry of Education and Research (BMBF), the Federal Ministry for Economic Cooperation and Development (BMZ), and the German National Commission to UNESCO. 45 representatives from 21 countries participated in the meeting, including representatives from ETF (European Training Foundation), ILO (Skills and Employability Department) and the German Federal Institute for Vocational Education and Training (BIBB). Through an exchange of views, perspectives and lessons learnt, the meeting provided an excellent platform to elaborate on the following themes:

- Transition to green economy and the role of TVET;
- Emerging green occupations and their implications for TVET;
- Transforming TVET to meet the challenges of the green economy.

Working group sessions were organized to identify key areas that require greater emphasis in the development of green TVET pathways and related issues and principles. The participants agreed that a specific approach is needed to deal with TVET developmental challenges to meet the needs of today and the future, and recommended to formulate strategies to enhance TVET systems which take a more systemic view inclusive of all partners in the labour market and training systems. The recommendations were recorded as a contribution to the development of a UNESCO strategy to advance green TVET development. As part of the meeting, participants visited a wastewater treatment plant and a drinking water reservoir in

Bonn and were also invited to the headquarters of the German Association for Water, Wastewater and Waste, where they took part in a discussion on 'Technical Standardization, Continuous Learning and Professional Development in the Water Sector'. The representatives of the selected institutions actively involved in the area of water technician development and training were invited to provide critical inputs to the draft framework of a booklet which is the first in a series of 'The Greening TVET Toolkit Project', initiated by UNESCO-UNEVOC as a resource material to support the enhancement of water sustainability through TVET.

Entrepreneurial learning

Young people face increasingly uncertain futures when slow growth in the economy is coupled with very fast growth in the youth population. The recent uprisings in the Arab States in 2011 illustrate the significant impact of growing unemployment levels. In the context of economic environments where there are no guarantees for stable and salaried employment, self-employment and entrepreneurship become particularly viable options. Consequently, entrepreneurship education is considered a useful strategy for diminishing youth unemployment and precariousness worldwide, since it provides youth with knowledge and competencies that empower them to face socio-economical challenges and changes throughout their lives. Entrepreneurship education focuses on providing people with the ability and vision to access and transform opportunities and become innovators. While not every person who undertakes entrepreneurship training will become an entrepreneur, the skills acquired, especially when linked with practical skills in demand, can make a contribution to personal empowerment and increase individual capacities for employability and citizenship. The UNESCO-UNEVOC International Centre has worked in the area of entrepreneurship education since 2008.

Entrepreneurship Education in the Arab States 2009-2012

In 2009, the UNESCO-UNEVOC International Centre, in close collaboration with the UNESCO Office Beirut and UNESCO national/cluster offices in the region, began implementing an activity entitled 'Entrepreneurship Education in the Arab States'. This four-year extra-budgetary activity, which is funded by the StratREAL Foundation (UK), supports interested countries in the region in the development of educational policies and programmes that integrate entrepreneurship education in their education systems. In order to trigger change in public policy, it is important to raise issues and start debates in a coordinated and systematic fashion.

In the area of entrepreneurship education and training, it is important to examine the education systems and highlight examples of good practice that exist within or outside those 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.

Component II (2010-2012) 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. Four institutions in Jordan, Lebanon, Morocco and Tunisia are involved in Component II of the project in order to integrate entrepreneurship education (EPE) competencies in their education system. The focus areas of the project are:

- policy coordination;
- curriculum revision and development;
- capacity building/training; and
- networking.

In this context, working groups and steering committees for entrepreneurship education have been established in three countries (Jordan, Lebanon and Morocco). Programmes and study courses in general secondary education and TVET had been identified for the integration of EPE knowledge and skills, with reference to the UNESCO ('Starting My Own Small Business') and ILO (Know about Business) guides. The project will be continued in 2012, and it is expected that additional countries in the Arab region will be identified to take part in the project.



Making Youth Entrepreneurial – Lessons Learned from MENA Countries on Effective Policies and Programme Implementation

Sharm El Sheikh, Egypt, 4-8 May 2010

UNESCO-UNEVOC participated in the ILO-organized international knowledge-sharing conference on entrepreneurship education entitled 'Making Youth Entrepreneurial: Lessons Learned from MENA Countries on Effective Policies and Programme Implementation' that took place in Sharm El Sheikh, Egypt, from 5 to 7 May 2011. The international conference specifically focused on ILO's Know About Business (KAB) programme with a view to developing better policies and guidelines for the promotion of self-employment and youth entrepreneurship, especially in the MENA region. The conference combined interactive elements such as a world café and open space with traditional presentation sessions. UNESCO-UNEVOC also attended a meeting of the Inter-Agency Working Group on Entrepreneurship Education, of which it is a member, with representatives of ILO, UNESCO, GTZ⁴ and ETF.

⁴ Since January 2011, GTZ has become part of the German Agency for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit – GIZ).

TVET teacher education and training

The professionalization of TVET teachers and trainers as well as of TVET teacher educators and trainers is widely regarded as one of the most important issues that influence the effectiveness and quality of any TVET system. Although many variables affect the success of education and training programmes, it is the nature of the interaction between teachers and trainers and those being taught that has the greatest impact on the outcomes achieved. The qualification of skilled workers is a key issue for competitiveness of companies and economies all over the world, and the quality of teacher education is crucial in determining the skills of future workers. Current debates and activities in this area aim to enhance the effectiveness of TVET teacher/trainer education in a global economy while respecting regional, economic, social and cultural differences. Together with its partners, UNESCO-UNEVOC works on several of these crucial issues. In 2011, UNESCO-UNEVOC co-organized an international conference on TVET teacher education in close collaboration with CPSC, GIZ and the Ministry of Education in Malaysia:

International conference on Development of TVET Educators: Preparing TVET Educators for the Next Generation

Kuala Lumpur, Malaysia, 12-13 December 2011

In close collaboration with Colombo Plan Staff College for Technician Education (CPSC, Manila, Philippines), the German Agency for International Cooperation (GIZ, Magdeburg, Germany) and the Department of Polytechnic Education, Ministry of Higher Education (Malaysia), and with various partner organizations through EDUEXPO 2011, UNESCO-UNEVOC organized the international conference on 'Preparing TVET Educators for the Next Generation' in Kuala Lumpur, Malaysia, from 12 to 13 December 2011.

The conference reflected on the significance of global challenges in TVET educators' development and aimed to stimulate efforts and participation in discussions among decision makers, policy implementers, senior administrators, curriculum developers and academic professionals in order to build awareness and spread information on emerging issues and cooperation frameworks for the development of TVET educators.

Over 200 delegates from Australia, Bhutan, Brunei Darussalam, Canada, China, Egypt, Fiji, Germany, India, Indonesia, Kenya, Korea, Lao PDR, Malaysia, Maldives, Mexico, Mongolia, Myanmar, Philippines, Saudi Arabia, Singapore, Sri Lanka, Thailand, UK and USA attended the conference and discussed the significant role of teachers as agents of change for the next generation. Mr Shyamal Majumdar, Head of UNESCO-UNEVOC,



Malaysia © Colombo Plan Staff College

was the inaugural speaker during the conference and delivered a keynote address in which he emphasized that teacher education must be a top priority for TVET, as teachers are key agents for progress. It was furthermore mentioned that there is an increasing need to make preparations for the changes in the mode of delivery and to offer curricula with strong industrial relevance.

The conference concluded with 'Next Gen Imperatives 2011', a set of essential recommendations and action points for policy makers, senior administrators, curriculum planners, TVET practitioners and other relevant individuals and organizations. The 'Next Gen Imperatives 2011' underscore the need for more concentrated efforts on capacity building of TVET educators including a teacher qualifications framework, educators' need to prepare graduates for green economy using ICT in advancing TVET educators for the next generation, new models of pedagogy to match the emerging learning styles of digital natives and many others. The conference successfully provided a platform for the sharing of knowledge and perspectives on issues, challenges and emerging trends in the education systems with the advent of ICT, rapid globalization and a shift towards knowledge-driven economies, and the urgent need to look into the readiness of TVET educators in facing such challenges.

CPSC's 38th anniversary was also commemorated at the international meeting. In this context, along with GIZ, TESDA (Philippines), the Ministry of External Affairs (India), the Ministry of Higher Education (Malaysia) and the Toyota Motor Philippines Foundation, UNESCO-UNEVOC received the Most Valuable Partner Award (MVP Award). The award highlighted the significance of partner institutions and the promotion of public-private partnership for the advancement of human resource development in the Asia Pacific Region.

ICTs and TVET

Information and communication technologies (ICTs) continue to play an important role in education. Constant developments in information technologies open up new potential in learning. ICTs need to be harnessed so as to provide more widespread access to TVET. In many parts of the world the use of ICTs in TVET is very limited. However, at the same time the opportunities that ICTs have to offer are rapidly expanding. Some of the issues that need to be addressed are capacity development, access and connectivity issues, and localization, customization and content development. UNESCO-UNEVOC fosters the development and use of ICTs in TVET through its various activities, including its online services, collaboration within the UNEVOC Network and workshops, seminars and other activities organized jointly with partner organizations.

4th and 5th African UNESCO-UNEVOC TVET Summit at eLearning Africa

Lusaka, Zambia, 27 May 2010 and Dar es Salaam, Tanzania, 25 May 2011

The annual UNESCO-UNEVOC TVET Summit is a special event within the pan-African eLearning Africa conference, the largest gathering of e-learning and distance education professionals in Africa. The Summit functions as a platform for knowledge sharing among TVET researchers, policy makers and practitioners about innovative ways to introduce technology into skills programmes and vocational orientation approaches. In 2010-2011, TVET summits were held in Lusaka, Zambia (27 May 2010) and Dar es Salaam, Tanzania (25 May 2011). Respectively, they brought together 56 and 78 education experts from 40 countries in Africa and around the world. The 2010-2011 summits were jointly organized by UNESCO-UNEVOC and the Commonwealth of Learning (COL, Canada), with support from the UNESCO offices in Dakar and Harare, the Zambian Ministry of Education and the German Federal Institute for Vocational Education and Training (BIBB).

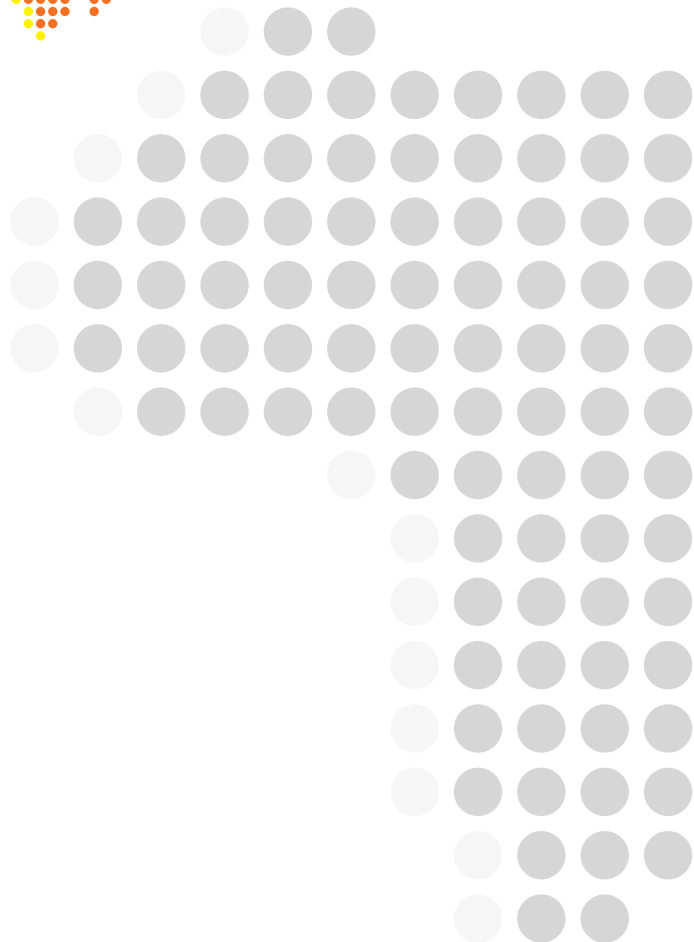
The 2010 Summit on 'Flexible Learning: From TVET Policy to Skills Training Practice' investigated what is meant by blended learning in skills development and how it has the potential to improve the quality of learning and teaching. The workshop looked at those things that can be done differently using a combination of existing or easily developed resources alongside required organizational changes as an attempt to improve teaching quality as well as access for underrepresented groups e.g. the workforce in the informal economy.



Cote D'Ivoire © ILO / Marcel Crozet



eLearning Africa



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. During the 2011 Summit on 'Skills and Employability through e-Learning' participants shared experiences and addressed key issues and challenges related to integrating ICT into TVET and introduced sustainable initiatives that aim to improve access to and quality of learning and teaching. Representatives of the Economic Community of West African States (ECOWAS) presented about the organization's e-learning initiative. The Commonwealth of Learning introduced participants to its programme 'Flexible Skills Development', an initiative to expand access to TVET through ICTs. Speakers from Kenya, Swaziland and Malawi shared national experiences of integrating ICTs into TVET at the Summit.



Brainstorming session during meeting on ICTs to Strengthen TVET in Georgia

Meeting on ICTs to Strengthen TVET in Georgia Bonn, Germany, 22-25 November 2010

UNESCO-UNEVOC organized and hosted a meeting on 'ICTs to Strengthen TVET in Georgia' from 22 to 25 November 2010 in Bonn, Germany. As a follow up of the International Seminar on 'Advancing TVET in Georgia through Enhancing the Use of ICTs', Tbilisi, Georgia, in 7-8 September 2009, UNESCO-UNEVOC continued its collaboration with several members of the UNEVOC Network on the development of a joint activity in this field.

The main purpose of the meeting was to start the process of developing a project proposal that is eligible for EU funding. Knowledge sharing among the four participating UNEVOC Centres from Georgia (Information Technologies Vocational Education and Training Centre), Sweden (Centre for Flexible Learning), Finland (University of Tampere, University of Jyväskylä), Germany (Federal Institute for Vocational Education and Training, BIBB) and representatives from the Cisco Networking Academy, as well as the presentation of best practices in the area of open learning platforms and a 1,5 day study tour lead to the outcome of a first project summary. The development process was also accompanied by an expert from the Section for Multilateral and Private Funding Sources at UNESCO Headquarters.

TVET, HIV and AIDS

Education plays a crucial role in the responses to the HIV and AIDS pandemic. Prevention is the most important way to combat the disease, and UNESCO, as the convening UN agency for HIV and AIDS and education, places special emphasis on HIV and AIDS prevention education at all levels of education and training, including TVET. UNESCO defines HIV and AIDS prevention education as 'offering learning opportunities for all to develop the knowledge, skills, competencies, values and attitudes that will limit the transmission and impact of the pandemic, including through access to care and counselling and education for treatment'. In addition to being an important vehicle for prevention education, TVET is affected by HIV and AIDS in many ways. The high rate of disease and death due to HIV and AIDS among trained professionals makes replacements increasingly hard to find. At the same time, HIV and AIDS reduce both the demand and the supply of TVET as students and education personnel become affected and absenteeism increases. In 2011, UNESCO-UNEVOC organized a UNEVOC Network meeting to discuss the various challenges in this field faced in the Asia-Pacific region:



Consultation meeting on Effective Engagement of the UNEVOC Network in National Responses to Prevent HIV and AIDS in the Scope of TVET in the South East Asia Region

Ha Long, Vietnam, 21-24 June 2011

UNESCO-UNEVOC International Centre, in partnership with UNESCO Hanoi and the Vietnam Ministry of Education and Training, hosted a consultation meeting providing a platform for national UNEVOC Centres from seven countries across the Asia-Pacific Region to develop a better understanding of HIV and AIDS issues in the region, share their experiences and consider how to better mainstream HIV and AIDS education into the TVET curriculum. 45 participants from Vietnam, Laos, Cambodia, Indonesia, Malaysia, Sri Lanka and Mongolia, including directors and policy makers, curriculum specialists, teacher trainers, development partners, civil society organizations and representatives from UNEVOC Centres, gathered in Ha Long Bay, Vietnam, for an intense and productive four-day meeting.

The meeting provided a platform to share good practices, determine research and capacity building opportunities and strengthen partnerships to provide a more effective response to HIV and AIDS at the national level. The focus was on fostering regional cooperation as well as bilateral and trilateral institutional cooperation between UNEVOC Network Centres in the South East Asia region. Participants agreed that the meeting was successful in building partnerships between colleagues working in TVET throughout the region, reinforcing the role of UNEVOC Centres throughout the region and making commitments to the incorporation of HIV education in TVET. They also developed and endorsed a range of strategies to increase performance and effectiveness of UNEVOC Centres in the region.

With regard to the HIV agenda, participants jointly drafted and endorsed a Commitment to Action on Strengthening the HIV and AIDS response through TVET. This included commitments to:

- enhance the visibility of UNEVOC TVET Centres;
- strengthen communication and collaboration with relevant stakeholders at national, regional and global levels;
- organize and actively participate in national and sub-regional network activities on TVET issues;
- show leadership at a sub-regional level of specific themes; and
- identify and share good practice through various UNEVOC Network portals.

Participants agreed to continue to work together to strengthen the visibility and effectiveness of UNEVOC Centres in the region, an important step in strengthening and developing the TVET sector as a whole.



UNESCO-UNEVOC's action for network development

In order to foster innovation and good practice in the area of TVET, the UNESCO-UNEVOC International Centre promotes and supports capacity building, networking and mutual learning. To undertake successful reform, TVET leaders need to have access to relevant and current information. It is also important that stakeholders can learn from each others' experiences to, in their own context, develop policy and legislations that establish effective institutional structures and relevant curricula which ensure that TVET caters adequately to the varied needs of all members of society. To reach the entire global TVET community, UNESCO-UNEVOC carries out its work through the UNEVOC Network, a worldwide network of specialized TVET institutions.

The UNEVOC Network

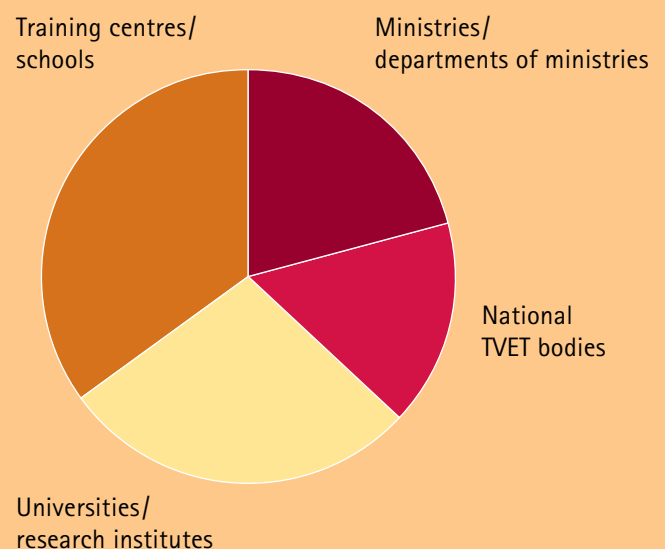
The UNEVOC Network is one of UNESCO-UNEVOC's flagship programmes and links institutions working in the area of TVET. The Network is made up of UNEVOC Centres, which are established in TVET institutions in UNESCO Member States upon recommendation of the UNESCO-UNEVOC International Centre. They are focal points in the provision of services and platforms for international and regional cooperation in TVET. The UNESCO-UNEVOC International Centre promotes and mobilizes all endeavours concerning the UNEVOC Network, which has three specific objectives:

- to encourage and promote the development of TVET systems and policies in UNESCO Member States;
- to develop the capacities of UNEVOC Centres and associated TVET practitioners; and
- to share knowledge, know-how and competencies through good practices and innovation in TVET

Established in the 1990s, the UNEVOC Network's aim is to assist UNESCO Member States develop and strengthen TVET through knowledge sharing, collaboration and joint activities. The UNEVOC Network serves as a unique platform for south-south and north-south-south cooperation for advancing TVET.

The UNEVOC Network provides the UNEVOC Centres with opportunities to collaborate with increased frequency in the e-Forum discussions, through the UNEVOC Network Portal, and in face-to-face meetings amongst those with closer interests and concerns. Among the institutions making up the Network are TVET sections within ministries of education; national apex bodies dedicated to TVET policy development; TVET research groups within universities and tertiary institutions; and TVET teaching institutions at the secondary or post-secondary school level.

UNEVOC Centres by affiliation





UNEVOC centres world map

At the end of 2011, the global UNEVOC Network consisted of 285 TVET institutions (UNEVOC Centres) in 166 Countries. During the 2010-2011 biennium, UNESCO-UNEVOC focused on reviewing and reinforcing the role and effectiveness of the UNEVOC Network as part of its programme for network and capacity development.

After nomination by the National Commission for UNESCO in their respective UNESCO Member State, and upon meeting the criteria⁵ outlined by UNEVOC, UNEVOC Centres take on the following roles and responsibilities⁶:

- to develop and lead (where possible) a national network for TVET;
- to gather information on national TVET policies, systems and good practices, national needs regarding the development and strengthening of TVET, and innovative approaches that could be disseminated, transferred and adapted;
- to share information with other national and regional institutions and to ensure information flow to and from UNESCO and other UNEVOC Centres;
- to report to UNEVOC on experiences regarding TVET in their own country and report back to the Network;
- to engage in trans-national cooperation processes and projects;

- to contribute (when possible) to UNESCO publications and databases;
- to present an annual action plan and report on activities to be carried out by the Centre; and
- to update relevant data to be included in the UNEVOC Directory.

Repositioning the UNEVOC Network

In its efforts to realize the full potential of the Network, the global UNEVOC Network was reactivated and revamped under the management of Mr Teeluck Bhuwanee, Head of the UNEVOC Network. In this process, the status and functionality of the UNEVOC Network were reviewed. In the reviewing process, the profiles of 136 UNEVOC Centres were updated. This process will continue in 2012.

The new strategy has taken into consideration the causes of the Network's present situation and proposes four specific goals to revamp the Network more effectively. The strategic goals are:

1. reorganizing the nature, functions and expansion of the Network;
2. creating sub-clusters for better management of the Network;
3. actively engaging the UNEVOC Centres in national, regional and international resource development;
4. scaling up the collaboration between and among UNEVOC Centres and UNEVOC's partners.

⁵ These criteria were revised in 2011 as part of the repositioning of the UNEVOC Network. The criteria can be found on the UNEVOC website

⁶ These roles and responsibilities were revised after establishment of the new UNEVOC Network strategy

The UNEVOC Network strategy envisages a new method of networking which includes the development and promotion of geographical clusters, thematic clusters and online clusters. A key purpose of these clusters is to enhance coordination and exchange of good experiences in terms of specific thematic and regional interests.

Active engagement with the UNEVOC Network will help members to undertake successful TVET transformation in their respective countries. Regular and systematic contact, meetings, progress reports and updates provide the UNEVOC Network leaders with relevant and up-to-date information, not only through traditional and new forms of knowledge sharing, but also through face-to-face meetings with equivalent leaders from other countries.

All UNEVOC Centres are members of the UNEVOC e-Forum, a unique virtual community of over 2000 TVET experts from around the world where information and knowledge is shared about different aspects of TVET. The UNEVOC Centres also have access to the UNEVOC Network Portal. This portal was launched in December 2010 to facilitate effective knowledge sharing and collaboration and offers UNEVOC Network members exclusive access to Network-related news, an interactive online version of the Network's Directory and a Network mailing list.

Welcoming new members

In 2010–2011, the following seven institutions were accepted as new members of the UNEVOC Network (alphabetical order by country):

- Institute of Continuing Education, Antigua and Barbuda, September 2011
- School of Hospitality, Tourism and Culture & The Culture and Heritage Institute of Centennial College, Canada, April 2011
- Institut Universitaire des Sciences et Techniques d'Abéché (IUSTA), Chad, July 2010
- Council for Technical and Vocational Education and Training (CTVET), Guyana, August 2010
- Universitas Pendidikan (FPTK), Indonesia, August 2010
- Institute of Technical Education, Singapore, February 2010
- St. Kitts and Nevis TVET Secretariat (Ministry of Education), St. Kitts and Nevis, replaced Clarence Fitzroy Bryant College in December 2010

UNEVOC Network activities

In 2010–2011, UNEVOC organized 4 Network seminars specifically designed to enhance collaboration and develop the capacity of the UNEVOC Network and its members. The activities reached over 180 stakeholders from over 40 UNESCO Member States. Alongside its main activities, UNESCO-UNEVOC also attended various meetings with UNEVOC Centres to strengthen the Network and reinforce partnerships.

Meeting on Strengthening the UNEVOC Network in Canada

Ottawa, Canada, 11 April 2010

Following inquiries from the Canadian National Commission for UNESCO, UNESCO-UNEVOC held a meeting in Ottawa, Canada, regarding possible assistance to strengthen the UNEVOC Network, especially in Canada, and to help UNEVOC Centres in Canada play a strong role in north-south-south cooperation. The Canadian National Commission for UNESCO, CIDA (Canadian International Development Agency) and the Association of Canadian Community Colleges (ACCC) expressed interest in supporting UNESCO-UNEVOC achieve results related to strengthening the UNEVOC Network. Further discussion was centred on potential institutions suitable to become UNEVOC Centres and the kind of assistance that could be provided to existing UNEVOC Centres so that they could become active players in the sharing of experiences, expertise, good practices and success stories, and facilitate cooperation and collaboration.





UNEVOC sub-regional meeting on Innovating TVET, Revitalizing the UNEVOC Network and Enhancing Collaboration and Cooperation in TVET Development
Lilongwe, Malawi, 13-16 July 2010

The Malawi National Commission for UNESCO hosted a UNEVOC Sub-regional Meeting on 'Innovating TVET, Revitalizing the UNEVOC Network and Enhancing Collaboration and Cooperation in TVET Development' through UNEVOC Regional Clusters from 13-15 July 2010 in Lilongwe. Targeted at selected UNEVOC Centres in Southern and Eastern Africa, it was jointly organized and funded by the UNESCO-UNEVOC International Centre and InWEnt – Capacity Building International⁷, 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 clusters 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. The meeting, which was coordinated by the Malawi National Commission for UNESCO, was attended by over thirty participants from nine countries, namely Botswana, Kenya, Malawi, Mauritius, Mozambique, Swaziland, Zambia, Zimbabwe, Uganda. The participants also included education programme staff from National Commissions for UNESCO. The meeting introduced a framework for the way forward in establishing and identifying UNEVOC Centres and regional clusters and also detailed what is required of a UNEVOC Centre in order to effectively participate in the UNEVOC Network. Mr Efison Munjanganja and Associate Professor Mustafa Trond Smistad of Akershus University College, a UNEVOC Centre in Norway, were resource persons during the meeting. Participants regarded the meeting as being very well organized and highly appreciated the various presentations.

⁷ Since January 2011, InWEnt has become part of the German Agency for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit – GIZ).



UNEVOC seminar to strengthen UNEVOC Network in the Caribbean
Kingston, Jamaica, 23 September 2010

A national UNEVOC seminar was held on 23 September 2010 at the University of the West Indies (UWI), Jamaica. The seminar, held jointly by the UNESCO and the School of Education at the UWI, sought to sensitize TVET stakeholders about UNESCO's mandates in TVET, the UNEVOC International Centre in Bonn and the various resources and services available to persons around the world.

In preparation of the seminar, the UNESCO Office in Kingston undertook steps to assist in reviewing existing UNEVOC Centres and establishing new ones. Further to preparing the seminar, UNESCO-UNEVOC contributed two presentations on 'Fostering Capacity Building for UNEVOC Centres and Professionals' and on 'Effective Management of UNEVOC Centres'.

30 participants attended the seminar, including TVET experts from the Ministry of Education, TVET senior administrative personnel and TVET lecturers from the University of the West Indies, the University of Technology and the Mico University, principals and teachers from high schools, experts from the leading National Training Agency (NTA) in Jamaica as well as other interested private providers of TVET services in the country. Discussions centred on TVET in Jamaica, with a focus on the needs and challenges of the TVET sector, specifically the need for TVET policy development. Several participants signed up to the UNEVOC e-Forum at the seminar.

Consultation meeting on Effective Engagement of the UNEVOC Network in National Responses to Prevent HIV and AIDS in the Scope of TVET in the South East Asia Region: Strengthening the UNEVOC Network

Ha Long, Vietnam, 21-24 June 2011

The regional meeting provided a strategic platform for participants from UNESCO-UNEVOC and TVET Centres alike to look critically at the role of the UNEVOC Network in the Asia Pacific Region, with a view to strengthening and broadening the Network. Teeluck Bhuwanee, Head of the UNESCO-UNEVOC Network, updated participants on the role of the network. Utilizing the UNEVOC Network to influence policy in light of ongoing discussions about the difficulty of implementing change at the policy level, Mr Bhuwanee demonstrated how the Network can be drawn on to strengthen advocacy at a policy level. The seven countries namely Cambodia, Laos, Indonesia, Malaysia, Mongolia, Sri Lanka and Vietnam made a presentation of the state of the UNEVOC Centres in their respective countries and discussed the following challenges:

- How to provide a more dynamic environment for communication and collaborative action and make it sustainable?
- How to provide support and encouragement especially in developing countries where Centres are limited in means?
- How to make networks provide a means of political representation and effectively influence policy?
- How to engage in policy dialogue, planning and possible re-engineering of the Network?
- How to facilitate and promote meaningful change, built upon reliable data obtained from UNEVOC Centres themselves?
- How to create sub-regional networks and influence policy at both national and subregional level?

UNEVOC has the aim to become an effective Community of Practice (COP) – a platform from which network members can reflect critically on their practice and work together to improve the sector. While the UNEVOC Centre in Bonn has the role of facilitating the Network, like all partnerships, members, i.e. TVET institutions, have key roles and responsibilities to fulfil in order to maximize the effectiveness of the Network.



Participants during the UNEVOC Network meeting in Asia and the Pacific

UNEVOC Network meeting in Asia and the Pacific during the Synthesis Workshop on School-To-Work Transition Information Bases

Bangkok, Thailand, 23-26 August 2011

During the Synthesis Workshop on School-to-Work Transition Information Bases, a UNEVOC Network meeting took place which sought to explore ways to strengthen the cooperation among UNEVOC Centres in the region and contribute in proposing more effective ways of implementing relevant TVET policies. 44 representatives from 11 countries, including representatives from 14 UNEVOC Centres, attended the meeting. The specific objectives of the meeting were:

- to establish a framework for the future work of the UNEVOC Network which is aimed at implementing these policy recommendations at the national level through the UNEVOC Centres;
- to review and clarify the respective roles and responsibilities of UNEVOC Centres in the region and to update information related to their specificity; and
- to identify ways and means of better coordinating the activities of the UNEVOC Centres in the sub-region.



**UNEVOC Network sub-regional meeting in Kenya:
'The role of UNEVOC Centres in Furthering the
African Union Second Decade of Education for
Africa TVET Plan of Action'**

Nairobi, Kenya, 13-16 December 2012

The UNESCO-UNEVOC International Centre organized, in cooperation with Chepkoilel University College, a constituent of Moi University in Kenya and UNEVOC Centre, a sub-regional consultation meeting on the role of UNEVOC Centres in furthering the African Union's Second Decade of Education for Africa TVET Plan for Action, in Nairobi, Kenya. The International Centre was represented by Mr Teeluck Bhuwanee, Head of the UNEVOC Network. The aim was to have a critical look at the progress that has been made in the first half of the African Union Second Decade of Education for Africa in TVET. The Decade's Plan for Action was launched in 2006 to stress the importance of quality TVET that responds to the demands of the labour market designed and delivered by educational institutions and other providers in close partnership with prospective employers. During interactive sessions of the conference, participants were initiated into the use of the e-Forum and TVETipedia to get a better understanding of these online tools.

The conference was attended by 36 representatives of UNEVOC Centres from 16 countries, including Botswana, Benin, Cameroon, Côte d'Ivoire, Egypt, Kenya, Liberia, Malawi, Mali, Mauritius, Mozambique, Norway, Sierra Leone, Sudan, Swaziland and Uganda. Representatives of the UNESCO Regional Bureau for Education in Africa (BREDA) and other UNESCO cluster offices in Africa (Accra, Harare, Nairobi and Yaoundé) as well as of the Southern African Development Community (SADC) and Economic Community of West African States (ECOWAS) participated in the meeting.

UNEVOC Centre events

**Official Opening of UNEVOC Centre in Magdeburg
Magdeburg, Germany, 16 September 2010**

On 16 September 2010, the official opening of the Magdeburg UNEVOC Network member 'TVET for Sustainable Development' took place in Magdeburg, Germany. Three institutions located in the city of Magdeburg, Germany, form this UNEVOC Centre: the German Agency for International Cooperation (GIZ), Otto von Guericke University and the Fraunhofer Institute for Factory Operation and Automation (IFF). This new UNEVOC Centre focuses particularly on the following topics within the broader area of education for sustainable development:

- Development of concepts for education and further training of TVET teachers;
- Development of curricula and learning and teaching materials for TVET;
- Human resource development;
- TVET and sustainable development; and
- Development of innovative learning environments for professional education and further training.

**Symposium on Geotourism at the Culture and
Heritage Institute**

Toronto, Canada, 27 November to 3 December 2011

From 27 November to 3 December 2011, Mr Teeluck Bhuwanee, Head of the UNEVOC Network, attended the annual symposium of the Culture and Heritage Institute (School of Hospitality, Tourism and Culture of the Centennial College) in Toronto, Canada.

The opening session of the symposium focused on geotourism, tourism that incorporates sustainability principles in planning, shaping and defining destinations. Mr Bhuwanee made a presentation on this topic in the context of UNESCO's role in the Global Geoparks Network, a network of geoparks that benefit from exchange and cooperation in national geological heritage initiatives. The second theme of the symposium, 'Celebrating Cities and their Neighbourhoods: Looking Beyond Iconic Attractions', discussed what is beyond traditional eco-tourism by including neighbourhoods and their cultural, ethnic, and historical traditions. Finally, a roundtable session on 'Geotouristic Destinations' was held. During this session, students from the Centennial College presented their researched international destinations, which encompass the diversity, uniqueness and overall importance of geotourism.

Additionally to the symposium, Mr Bhuwatee held meetings with Canadian UNEVOC partners to explore ways of greater cooperation between the Bonn International Centre and the Centennial College, a UNEVOC Centre, in order to create more linkages with the Global UNEVOC Network, make the UNEVOC Centres more dynamic and improve international linkages. The meeting provided an excellent opportunity to strengthen the UNEVOC Network in the North American region, and further explore possibilities for closer collaboration, including UNEVOC's role in facilitating linkages with UNEVOC Centres in other regions.

Participants during a workshop on the use of the UNEVOC e-Forum and TVETipedia.



Panel members during UNEVOC Network sub-regional meeting in Kenya.



Meeting on Strengthening the UNEVOC Network in Pakistan

Ankara, Turkey, 8-9 September 2011

Within the frame of the Friends of Democratic Pakistan meeting on institutional capacity building in Ankara, Turkey, Mr Teeluck Bhuwatee, Head of UNEVOC Network, held a technical meeting with the Executive Director of the National Vocational and Technical Education Commission (NAVTEC) on institutional linkage building within Pakistan and between Pakistan and other countries, and on UNEVOC Centres in Pakistan. Both NAVTEC and the Provincial Technical Education and Vocational Training Authorities (TEVTAs) are in need of strengthening their capacity in order to develop a standardized, dynamic and integrated technical education and vocational training system.

NAVTEC expressed the following interests:

- to be assisted in developing its accreditation ability so that it can deliver internationally accepted credentials;
- to have a certain number of trainers trained in different areas (such as curriculum development, competency-based training, accreditation and certification) in order to create a national mass of trainers; and
- to develop linkages with international partners for Pakistan to gain credibility at international levels, especially with regard to training skilled labour to work in other countries.



UNESCO-UNEVOC's action for knowledge management and resource development



The UNESCO-UNEVOC International Centre acts as a resource development centre through its several online and offline services, including a resourceful website, the e-Forum, TVETipedia, a UNEVOC Network Portal, a physical and online library, and the UNEVOC publications programme.

Research and publications

UNESCO-UNEVOC is concerned with contributing to the international debate on key aspects of education for the world of work. Experience shows that educational ideas and reforms have broad global currency, and that approaches that work in one country or setting may also work elsewhere, if adapted appropriately. Through access to information, countries can learn from each other and weigh up the advantages and disadvantages of other countries' practices and systems. The UNESCO-UNEVOC International Centre facilitates the exchange of information, knowledge and experience between UNESCO Member States by publishing high-quality publications, ranging from books and case studies to proceedings of conferences, seminars and workshops. All titles are generally published in English and sometimes also in French and Spanish. Other languages are used in specific circumstances. Many publications are free of charge and can be accessed and downloaded from the UNEVOC Online Database.

The UNEVOC publications programme showcases good practices and innovative approaches to skills development for employability and seek to create an effective bridge between research, policy and practice.

UNEVOC publications include the following series:

- Book Series 'Technical and Vocational Education and Training: Issues, Concerns and Prospects'
- International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Education
- International Handbook of Technical and Vocational Education and Training Research
- Discussion Papers
- Annotated Bibliographies of Technical and Vocational Education and Training
- Case Studies of Technical and Vocational Education and Training in Selected Countries
- TVET Best Practice Clearinghouse

The Handbooks and Book Series are published by Springer Science and Business Media, while the other publications are published in house by UNESCO-UNEVOC. The audience for the publications includes TVET policy-makers, administrators, planners, researchers, teachers and trainers, teacher educators and students, as well as colleagues in other fields interested in learning about education for the world of work, in both developed and developing countries, countries in transition and those in a post-conflict situation.



Book Series Technical and Vocational Education and Training: Issues, Concerns and Prospects



The Book Series 'Technical and Vocational Education and Training: Issues, Concerns and Prospects' explores selected aspects of TVET in depth and focuses on topics that require a detailed analysis. The Series closely follows new developments and innovations in TVET and showcases these. It presents good and innovative practice, explores controversial issues and uses case studies as examples. Topics covered in the series include the vocationalization of secondary education, international perspectives on teachers and learners in TVET, TVET for sustainable development, TVET in the informal sector, the transformation of TVET in transition economies, how changing work situations form personal identities, understanding learning for and throughout working life, TVET as a factor of lifelong learning, vocational content in mass higher education, self-directed learning in TVET, modern apprenticeships and qualification research.

The following titles were published in 2010-2011:

Vocational Learning. Innovative Theory and Practice (Vol. 14) Ralph Catts, Ian Falk and Ruth Wallace (Eds.) 2011, English, 279 p., ISBN 978-94-007-1538-7 (print)

Labour-Market Flexibility and Individual Careers. A Comparative Study (Vol. 13) Simone Kirpal 2011, English, 271 p., ISBN 978-94-007-0233-2 (print), 978-94-007-0234-9 (online)

International Comparisons of China's TVET System (Vol. 12) Zhenyi Guo and Stephen Lamb 2010, English, 198 p., ISBN 978-90-481-8742-3 (print), 978-90-481-8743-0 (online)

Rediscovering Apprenticeship. Research Findings of the International Network on Innovative Apprenticeship (INAP) (Vol.11) Felix Rauner and Erica Smith (Eds.) 2010, English, 175 p. ISBN 978-90-481-3115-0 (print)

TVET Best Practice Clearinghouse



The TVET Best Practice Clearinghouse was set up in 2009 and aims to document and evaluate best practices in TVET. The papers in this series are written by TVET specialists from the worldwide UNEVOC Network with an aim to harness, document and evaluate practices that are in place in their country, to share their expertise and knowledge on what works in TVET with the global TVET community, and to provide TVET practitioners in other countries or contexts with information on how their best practice can be reproduced. In 2010, the first best practices were published online.

Issues published in 2010-2011:

Sustaining the Financing of Training through Continuous Improvement of the Levy-Grant System
Roland Dubois, Koontee Balgobin, 2010, English/French, 12 p., ISBN 978-92-95071-07-0

Entrepreneurship Education as a Tool to Support Self-Employment in Kenya
John Simiyu. 2010, English/French, 8 p., ISBN 978-92-95071-14-8

TEVET Graduate Empowerment Toolkit Scheme
Gabriel S. Konayuma. 2010, English/French, 8 p., ISBN 978-92-95071-06-3

Case Studies of Technical and Vocational Education and Training in Selected Countries



Skills development campaign »Learning and Working«



Knowledge about innovative ideas or longstanding and well-functioning TVET practices that work in one country are often very useful for TVET practitioners in other countries or contexts. However, they are sometimes not perceived as special or as being worth sharing by the organization that carries them out. Through the Series of Case Studies of Technical and Vocational Education and Training in Selected Countries, UNESCO-UNEVOC supports and encourages stakeholders to write case studies about good practices and models. The UNESCO-UNEVOC Series of Case Studies of TVET in Selected Countries provides in-depth information on issues of specific importance in the TVET systems of selected countries and regions. It aims to describe existing approaches to TVET issues that work and that can serve as examples in other contexts. By sharing this information, progress in reorienting education and training systems can be achieved. Through the Case Studies, it is intended to build a pool of resources and tools of what works in TVET as part of the UNESCO-UNEVOC International Centre's role as knowledge-sharing platform. The authors are selected TVET experts from institutions that are part of the UNEVOC Network.

In 2010-11, the following two case studies were carried out and published:

Integrating ESD in TVET: Six Case Studies from Southern and Eastern Africa

Roland Dubois, Koontee Balgobin, Modesto Sylvester Gomani, Joy Kasandi Kelemba, Gabriel S. Konayuma, Matthews Lebogang Phiri, John W. Simiyu
2010, English, 120 p., ISBN 978-92-95071-11-7

Improving the Participation of Women in TVET

Nehema K. Misola. 2010, English, 36 p., ISBN 978-92-95071-12-4

In 2011, UNESCO-UNEVOC made available the short films and booklets of the "Learning and Working" skills development campaign on its website and YouTube channel. This resource kit, consisting of short films and corresponding booklets, contains practical examples of different activities persons can undertake in an informal setting in order to take up sustainable livelihoods, using simple and easily accessible materials and tools such as wood, metal or leather. The films were produced in Haiti and are currently available in English and French.

www.unevoc.unesco.org/learning+working

Meeting reports

Reports of important meetings, including the papers presented at the meetings, are an important source of information about crucial developments in TVET. UNESCO-UNEVOC regularly publishes meeting reports. They can be downloaded from the Centre's website.

Other publications

In addition to the publications series, UNESCO-UNEVOC produces stand-alone publications and documents in cooperation with its partners. In 2010-2011, these included:

Corporate HRD and Skills Development for Employment: Scope and Strategies
Published by UNESCO-UNEVOC and InWEnt⁸. English

UNESCO-UNEVOC in Action: Report on Activities

2008-2009 Published by UNESCO-UNEVOC. English



⁸ Since January 2011, InWEnt has become part of the German Agency for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit – GIZ)

Bulletin



The UNESCO-UNEVOC Bulletin is the online newsletter of the UNESCO-UNEVOC International Centre. The Bulletin informs individual experts and institutions in the field of TVET about the Centre's activities and also serves as a platform for the UNEVOC Network and other agencies engaged in TVET to report on their work. The Bulletin is usually published in Arabic, Chinese, English, French, Russian and Spanish.

Throughout the biennium, three issues of the Bulletin were distributed electronically in Arabic, English, French, Russian and Spanish.

UNEVOC online services

UNEVOC's online services are one of the central means of the Centre to disseminate announcements and materials throughout the UNEVOC Network and the wider TVET community worldwide. Throughout the years, the Centre has continuously worked towards improving its online communication tools to enable TVET policy makers, researchers and practitioners from around the globe to access valuable information and communicate with each other. In a world where social media enable instant communication, the way we use online services changes rapidly. To meet these changing needs, UNESCO-UNEVOC has developed a new resourceful and interactive website featuring social media, introduced moderator-driven e-forum discussions and initiated the development of an online World TVET Database.

Website



An important means to communicate with the global TVET community and to facilitate access to information is the UNESCO-UNEVOC website. To be in line with the new UNESCO web layout, UNESCO-UNEVOC initiated the revamping of its website in 2011. The new website aims to offer a more integrated and effective approach, where information and knowledge are concentrated and can easily be found, avoiding an overload of information. The new website is more dynamic, interactive and user friendly, and features social media, including Twitter, Facebook, YouTube and RSS feeds. The various social media channels feature news, events, photos and videos of the Centre. By using these tools, UNESCO-UNEVOC aims to reach a greater audience and strives to play a vital role in the advancement of TVET around the globe.

www.twitter.com/UNEVOC

www.facebook.com/UNEVOC

www.youtube.com/UNEVOC

UNESCO-UNEVOC e-Forum community

e-FORUM
UNESCO-UNEVOC



The UNESCO-UNEVOC e-Forum is a virtual community of TVET experts from around the world who share information and knowledge about different aspects of TVET through the use of an online mailing list. In the e-Forum, participants have the opportunity to discuss relevant issues for TVET policy-makers, researchers and practitioners; announce international conferences and workshops; inform colleagues on publications and other resources available on the Internet; inquire for materials that would be useful for their work and that may be available abroad, e.g. curriculum materials, samples of legal texts, etc.; and find partners for international cooperation in research and development.

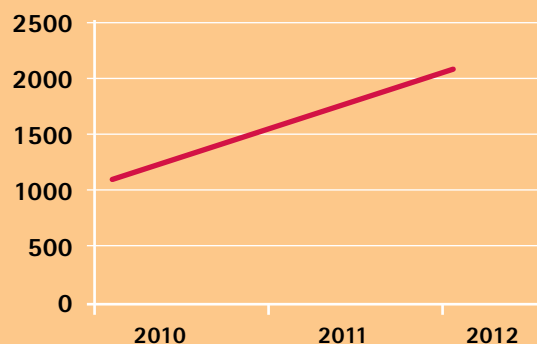
In 2010, a survey was carried out to gain feedback from the e-Forum members about the quality and relevance of the e-Forum. This survey was primarily concerned with the practicalities related to the e-Forum, such as the extent to which the forum should be moderated, and how members use the forum in their work. The outcomes of the survey were used to improve the user-friendliness of the e-Forum and led the Centre to introduce its first moderator-driven discussion in 2011. As a follow-up to the survey, an e-Forum content analysis was also conducted in 2011, which provided insight into the most discussed topics. These topics were: accreditation and qualifications; competency standards; TVET curricula; institutional development; monitoring and evaluation; status and goals of TVET; defining TVET; teacher education and training; vocational guidance and counselling; ICTs in TVET; TVET and ESD.

During 2010-2011, membership in the e-Forum and the number and quality of messages and discussions increased substantially. At the end of 2011, 2075 experts from more than 163 countries were members of the e-Forum community. Subscribers come from a variety of professional backgrounds, including academia, policy-makers and practitioners. In 2010-2011, over 2500 messages were distributed from more than 400 e-Forum members.

Online conference on Women and TVET

At the end of 2011, the Centre introduced its first moderator-driven discussion on Women and TVET, which took place from 5th to 15th December 2011. The online conference was designed to complement the general e-Forum and sought to promote a focused discussion on a crucial theme in TVET development. The moderator-driven discussion was a pilot activity in the Centre's efforts to upgrade the e-Forum and had the objective of encouraging wider debate and understanding, including the sharing of ongoing practices and the formulation of new ideas in the field of strategy and policy development. The first discussion was moderated by Dr. Helga Foster, an expert in the field of women and TVET. The online conference attracted 102 participants from 49 countries, and over 40 messages were distributed during ten days. Participants' comments were synthesized and summarized into a final synthesis report which was distributed to the global TVET community to provide directions for future research and programme work in the field.

Number of e-Forum members (2010-2011)



UNEVOC Network Portal

Specifically designed for members of the UNEVOC Network, the UNEVOC Network Portal was launched in December 2010 to facilitate effective knowledge sharing and collaboration. The portal features news about the UNEVOC Network and offers an interactive online version of the Network's Directory, which provides information about UNEVOC Centres and helps them connect with each other. Besides containing contact information, it describes the activities of each UNEVOC Centre and the population it serves.

Another feature of the Network Portal is the Network mailing list. Similar to the general e-Forum but exclusive to Network members, the mailing list was successfully utilized for the first time by members during the UNEVOC Network sub-regional meeting in Kenya, which took place from 13 to 16 December 2011.

www.unevoc.unesco.org/network

TVETipedia

Established in 2008, TVETipedia is an online portal for the exchange of information on technical and vocational education and training (TVET) that aims to promote TVET development and innovation. The potential community of authors consists of UNEVOC's more than 2,000 e-Forum members, staff members of UNEVOC Network institutions, and all others who are interested in TVET and education for the world of work. On TVETipedia, registered users can add and edit text, link to other websites, and upload documents relevant to TVET. TVETipedia is the place to share TVET related information on:

- policy documents;
- curricula;
- learning materials;
- success stories; and
- good practices and lessons learnt.

www.TVETipedia.org

World TVET Database

UNESCO-UNEVOC is currently developing an online database on TVET systems, in line with the UNESCO TVET Strategy 2010-2015. Work on this activity started in late 2011 and is expected to continue throughout the next biennium. The aim of the database is to provide concise, accurate and up-to-date information on TVET systems around the world. It is intended that the database be of use to students and researchers of TVET, as well as policy makers and TVET professionals around the world searching for information on different countries' TVET systems. In addition, it is expected that, with time, the database will also provide links to relevant documents, such as research papers, analytical studies, legislative documents, and policy reports relevant to each country. The database will be an online tool, hosted by the UNESCO-UNEVOC website. The fact that it is online means that it can be easily updated and extended.

Development of the database will proceed in phases, with Phase 1 expected to be complete by spring 2012, when the World TVET Database will be launched.

www.unevoc.unesco.org/worldTVETdatabase

TVETipedia developments 2010-2011

	2010	2011	overall
No. of different authors:	34	34	112
No. of total edits:	1604	337	4877
No. of different pages edited:	335	44	556
of these, no. of new pages:	105	14	556
No. of new users:	836	1007	6336
new subscribers via TVETipedia form:	175	162	619
No. of new uploads:	58	30	311

Inhouse developments

Knowledge management and interactive kiosk

In 2011, the Centre established its own knowledge management centre with the aim to capture, organize, promote, and use knowledge on TVET, and furthermore to provide a creative space for the future developments of TVET worldwide. The knowledge management centre at UNEVOC offices contains over 4,000 TVET-related publications, many of which are also available online free of charge through UNEVOC's online library. In addition to UNEVOC's publications, the knowledge management centre offers a wide range of materials from other TVET organizations and partners. UNESCO-UNEVOC also introduced an interactive kiosk to be displayed in the knowledge management centre, providing visitors an opportunity to learn more about the Centre's activities, and in particular about the work of UNEVOC Network members all around the world.



Knowledge Management Centre at UNEVOC premises

UNEVOC informational film

In its endeavours to enhance the UNESCO-UNEVOC's visibility, the Centre produced an informational video to promote its work and inform about the background, objectives and principles of the organization, as set out in the UNESCO Strategy for TVET. The film serves to introduce the various areas of UNESCO-UNEVOC's work, particularly its strength in international networking and partnerships. The video is published on the website, on the UNEVOC YouTube channel and the UNEVOC Facebook page. A second video will be published early 2012, promoting the transformation of TVET for a green economy, which includes a compilation of feedback from conference participants who took part in the international consultation meeting on greening TVET that took place in Bonn from 27-30 October 2011.



UNEVOC Informational film



江苏
恒神机械
手工

Partnerships and international collaboration



Partnership and collaboration are key to the success of the UNESCO-UNEVOC operational strategy in all its result areas. The Centre seeks to maximize the potential of international cooperation and partnerships to carry out its activities and improve policy-making capacity and institutional capacity building in UNESCO Member States. In particular, the International Centre collaborates with the various UNESCO entities (Headquarters, Field Offices, Institutes and National Commissions for UNESCO) and taps the potential of the global UNEVOC Network.

The UNESCO-UNEVOC International Centre also develops partnerships with key international players working in the TVET sector. These include the International Labour Organization (ILO), the World Bank, the European Centre for the Development of Vocational Training (Cedefop), the European Training Foundation (ETF), the Commonwealth of Learning (COL) and the Organisation for Economic Co-operation and Development (OECD).

Other institutions with which the Centre collaborated in 2010–2011 include national, bilateral and regional bodies such as the German Agency for International Cooperation (GIZ), the Colombo Plan Staff College (CPSC), the Association for the Development of Education in Africa (ADEA), the Australian National Centre for Vocational Education Research (NCVER), the Southern African Development Community (SADC) and the Southeast Asian Ministers of Education Organisation Regional Centre for Vocational and Technical Education and Training (SEAMEO VOCTECH). UNESCO-UNEVOC also works in close collaboration with the private sector.

Most of UNESCO-UNEVOC's activities in 2010–2011 were implemented in collaboration with key partners within UNESCO, the UNEVOC Network and/or other national, regional and international organizations.

Activities with partners

UNEVOC and interagency working groups

UNESCO-UNEVOC is strongly committed to coordinating its activities with those UN agencies, International Organizations and regional agencies that are also active in the field of TVET. Benefitting from each other's experiences by sharing knowledge and good practices, and agreeing on common positions on key TVET themes are important factors as they can help UN agencies better serve member countries and provide unified and stronger policy recommendations. In this regard, UNESCO-UNEVOC has contributed to the work of several Interagency Working Groups.

In addition, to promote international collaboration, the UNESCO-UNEVOC International Centre regularly contributes to endeavours of other entities.

In 2010–2011, the Centre took part in the following interagency activities and programmes by external partners:

Expert group meeting on Linkages between Education and Labour Market: Tools and Methodologies

Bonn, Germany, 8–9 March 2010

UNESCO-UNEVOC hosted the Expert Group Meeting on 'Exploring Linkages between Education and Labour Market: Tools and Methodologies'. It took place at the premises of UNESCO-UNEVOC in Bonn, Germany, on 8–9 March 2010. Organized by UNESCO Headquarters, the meeting addressed issues such as new tools and approaches for skills forecasting and a workforce simulation model. Case studies from various countries and organizations were presented.



18 TVET experts from UNESCO Headquarters, UNESCO-UNEVOC, the European Training Foundation, the International Labour Organization, the European Centre for the Development of Vocational Training, the UNESCO International Institute for Educational Planning, the German Federal Institute for Vocational Education and Training (BIBB), the French Ministry of Education, the Academy for Educational Development, InWEnt⁹ – Capacity Building International, the Institute for the Study of Labor, the Leonardo da Vinci Programme in the Netherlands, the Korea Research Institute for Vocational Education and Training, and Bourgogne University, France, participated in the meeting.



Germany © UNESCO-UNEVOC

First meeting of the Interagency Working Group on TVET Indicators

Bonn, Germany, 10 March 2010

UNESCO-UNEVOC hosted the first meeting of the Interagency Working Group on TVET Indicators. The Working Group on TVET Indicators is a sub-group of the Interagency Working Group on TVET, which includes representatives of the Asian Development Bank, the European Training Foundation, the International Labour Organization, the Organisation for Economic Co-operation and Development, UNESCO and its Institute for Statistics (UNESCO-UIS), and the World Bank. The meeting took place at the premises of UNESCO-UNEVOC in Bonn, Germany, on 10 March 2010. The group seeks to establish a set of TVET indicators related to policy development with an aim to improving TVET management. The meeting in Bonn sought to define the mandate, terms of reference, aims and modalities of the group. In order to draw on the expertise beyond that of its members, representatives of national bodies, namely InWEnt (now GIZ) and the Ministry of Education of France, were invited to join the meeting.

Technical advisory ISCED review meetings

Montreal, Canada, 12-13 April 2010 and Bonn, Germany, 10-11 February 2011

The aim of the meetings, which were organized by the UNESCO Institute for Statistics (UIS), was to resolve any outstanding issues and approve the revised draft of the International Standard Classification of Education text 'ISCED 2011' based on the outcomes of the global consultation. The International Standard Classification of Education was developed to facilitate comparisons of education statistics and indicators of different countries on the basis of uniform and internationally agreed definitions.

⁹ Since January 2011, InWEnt has become part of the German Agency for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit – GIZ)

Inaugural meeting of the Inter-Agency Task Team (IATT) on Revitalizing TVET in the ECOWAS Region

Dakar, Senegal, 27-30 April 2010

As a member of the Inter-Agency Task Team on Revitalizing TVET in the Economic Community of West African States region (ECOWAS), UNESCO-UNEVOC participated in the inaugural meeting held in Dakar, Senegal, from 27 to 30 April 2010. The meeting was attended by representatives of various UN agencies in West Africa, and a representative of the Association of Canadian Community Colleges (ACCC). During the opening speech, participants were urged to combine efforts in addressing the needs of youth and to revitalize TVET in ECOWAS. The speech was followed by thematic presentations and project reports by UNDP programme officers. Further discussions were centred on innovative partnerships and practices for effective delivery of TVET in Africa, roles and responsibilities of the Inter-Agency Task Team, processes and structures of work, and priority actions. The meeting achieved a number of outcomes, such as a shared vision and understanding, terms of reference of the Inter-Agency Team, roles of the Task Team, and an action plan.

Meeting of the Interagency Working Group on Entrepreneurship Education

Sharm El Sheik, Egypt, 8 May 2010

The Centre has formed part of the Interagency Working Group on Entrepreneurship Education since 2010. This working group consists of representatives of ILO, UNESCO Headquarters, UNESCO-UNEVOC, GIZ and ETF and was established to promote knowledge sharing, support current activities and resources and initiate joint activities in the area of entrepreneurship education. The working group met in the frame of the ILO conference on Making Youth Entrepreneurial – Lessons Learned from MENA Countries on Effective Policies and Programme Implementation, which was held from 4 to 8 May 2010 (see section on Entrepreneurial learning).



Third ECOWAS Inter-Agency Task Team (IATT) meeting on TVET

Abuja, Nigeria, 5-6 April 2011

On 5-6 April 2011, Mr Teeluck Bhuwanee, Head of the UNEVOC Network, participated in the third meeting of the Economic Community of West African States (ECOWAS) Inter-Agency Task Team (IATT) on Technical and Vocational Educational and Training in Abuja, Nigeria.

At the meeting, stakeholders and representatives from ECOWAS, the African Union (AU), Association for the Development of Education in Africa (ADEA), ILO, UNDP, UNESCO and United Nations Industrial Development Organization (UNIDO) as well as donors such as the African Development Bank, the Canadian International Development Agency (CIDA), the French Agency for Development (AFD), Lux-Dev and the World Bank discussed ways to strengthen the effectiveness of the IATT to revitalize TVET in the sub-region and address problems linked to the increasing rates of unemployment. Mr Bhuwanee gave a presentation about the main achievements and potential future developments of the UNEVOC Networks with specific reference to ECOWAS Member States.

Fifth Global YES Summit 'Rework the World'

Leksand, Sweden, 2-5 June 2010

UNESCO-UNEVOC was invited to present its work in the area of youth development and TVET at the fifth Global YES Summit 'Rework the World', which took place in Leksand, Sweden, on 2-5 June 2010. In particular, UNEVOC 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 discussion was the employment opportunities of the future. 100 concrete initiatives and ventures from all over the world were introduced.

Entsorga Trade Fair for Water, Sewage, Waste and Raw Materials Management

Munich, Germany, 13-17 September 2010

To enable and broaden networking and exchange on TVET issues relevant to water and sanitation services, UNESCO-UNEVOC participated in the IFAT Entsorga Trade Fair for Water, Sewage, Waste and Raw Materials Management in Munich from 13 to 17 September 2010. The UN-Water Decade Programme on Capacity Development (UNW-DPC), in partnership with the German Association for Water, Wastewater and Waste (Deutsche Vereinigung für Wasserwirtschaft, Abwasser und Abfall - DWA), invited the UN-Water Inter-Agency Group, of which UNESCO-UNEVOC is a member, to participate in the joint UN booth at this fair.

UNESCO-UNEVOC exhibited ESD-related publications and informational materials to a large audience. Over the five days, around 150 visitors, water professionals and TVET experts representing 30 institutions from over 20 countries came to the UNESCO-UNEVOC booth. After Germany, the top 10 countries of origin for visitors were: India, Lao People's Democratic Republic, Republic of Korea, Zambia, Egypt, Jordan, Turkey, France, Italy and Romania. They had shown strong interests in the development of technical and institutional capacities for education and training of water technicians.

UNDP Global South-South Development Expo 2010

Geneva, Switzerland, 22-26 November 2010

UNESCO-UNEVOC participated in the South-South Development Expo 2010 (GSSD) which was held from 22-26 November 2010 at ILO Headquarters in Geneva, Switzerland. The Expo exists since 2008 and is organized by UNDP's Special Unit for South-South Cooperation. The Expo is designed to spotlight, showcase and promote innovative solutions to poverty challenges that

have a strong element of south-south cooperation. In the context of the expo, UNESCO submitted four of its education initiatives, and presented them in a 'Solution Exchange Forum on Education' on 25 November 2010. At the end of this Forum, all four of UNESCO's solutions were awarded a South-South Cooperation Excellence Award in recognition of their character as effective solutions for south-south development. The award was handed over to Max Ehlers, Head of IT at UNESCO-UNEVOC, by H.E. Ms Josephine Ojiambo, President of the UN General Assembly High-Level Committee on South-South Cooperation.

Meeting of the Interagency Working Group on Entrepreneurship Education

Paris, France, 14 June 2011

On 14 June 2011, the Interagency Working Group on Entrepreneurship Education met at UNESCO Headquarters in Paris, France. The working group, which is informal and consists of representatives of ILO, UNESCO Headquarters, UNESCO-UNEVOC, GIZ and ETF, discussed various issues of collaboration, including

- the development of a glossary of terms related to entrepreneurship education (EPE) and
- draft 'Guidelines for Implementing Entrepreneurship into National Educational Systems', which is an ILO document that includes comments from members of the working group.

UNESCO–UIL workshop 'Making Adult Education and Training an Integral Part of a Lifelong Learning Strategy'

Amman, Jordan, 29–30 November 2011

On 29–30 November 2011, Ms Naing Yee Mar, Programme Officer at UNESCO-UNEVOC, participated in a regional workshop on 'Making Adult Education and Training an Integral Part of a Lifelong Learning Strategy', organized by the UNESCO Institute for Lifelong Learning (Hamburg, Germany) and the UNESCO Amman Office, Jordan.

The workshop programme focused on adult education and training strategies and frameworks in selected Arab countries. Forty policy makers and experts from Egypt, Jordan, Lebanon, Palestine, Morocco and Tunisia participated in the workshop. Working group discussions provided an opportunity to share experiences among participants. Ms Mar facilitated a session on 'evaluation methods of adult education and training', focusing particularly on further learning, qualifications, equity and sustainable development. The need to integrate Entrepreneurship Education (EPE) competences in both formal and non-formal programmes was also discussed.

The meeting provided UNESCO-UNEVOC the opportunity to engage with experts in the field and extend partnerships to support adult and continuing education and training in the Arab region.

UNEVOC and its host country

The UNESCO-UNEVOC International Centre is located in Bonn, Germany, and is partly sponsored by the German Federal Government. There is a collegiate relationship between UNESCO-UNEVOC and a number of partners within the host country, and UNEVOC has been involved in a broad range of events and meetings organized by, or co-organized with, partners based in Germany. The following list of relationships within the host country is a selection rather than comprehensive.

- German Federal Ministry for Economic Cooperation and Development (BMZ)

During the 2010–2011 biennium, BMZ continued to be the most important sponsor of programme activities carried out by UNESCO-UNEVOC through Funds-in-Trust agreements.

- Federal Ministry of Education and Research (BMBF)

The Federal Ministry of Education and Research (BMBF) continued to provide material as well as in-kind support to the UNESCO-UNEVOC International Centre in 2010–2011.



UNESCO-UNEVOC received the South-South Cooperation Excellence Award in recognition of the e-Forum as an effective solution for south-south development.



UNESCO-UNEVOC also works closely with the UNEVOC Centres based in Germany, which are key partners of UNESCO-UNEVOC in the organization and implementation of various activities:

- the German Agency for International Cooperation (GIZ)
- the German Federal Institute for Vocational Education and Training (BIBB)

GIZ Fellowship: International Leadership Training Sustainability Management

During 2010-2011, UNESCO-UNEVOC International Centre hosted a GIZ International Leadership Training participant from Nepal. The International Leadership Training (ILT) Sustainability Management provides training for management staff in enterprises and institutions in order to initiate and manage a change process for sustainable development within their work environment. The participants spend one year in Germany, preceded by a six-month language and management training in their respective home country. The training in Germany consists of cross-cutting courses in management for sustainability provided by leading institutions, including a four-month internship within a German institution. The objective of the training is to provide participants with the skills to define and implement a transfer project in their respective home institutions with the support of their employer.

First meeting of the German Commission for UNESCO Education Committee

Bonn, Germany, 23 May 2011

On 23 May 2011, Mr Shyamal Majumdar, Head of UNESCO-UNEVOC, participated in the first meeting of the Education Committee 2011/2012 of the German Commission for UNESCO (DUK) in Bonn, Germany.

Mr Majumdar gave a presentation about the work of UNESCO-UNEVOC in promoting and strengthening TVET and the role of the UNEVOC Network. He shared the vision of UNESCO-UNEVOC as a lead UN agency for worldwide service in TVET for development and discussed its future challenges. Other topics addressed at the meeting included the EFA Global Monitoring Report 2011, the UNESCO guidelines on recognizing all forms of learning with a focus on non-formal and informal learning, the work of the UNESCO Chair on arts education and activities in the area of inclusive education by the German Commission for UNESCO.

Conference on the BMZ Educational Strategy for 2010-2013 – Ten Objectives for Education: Expanding Vocational Education and Training *Bonn, Germany, 16 June 2011*

On 16 June 2011, Mr Shyamal Majumdar, Head of UNESCO-UNEVOC, participated in a conference by the German Federal Ministry for Economic Cooperation and Development (BMZ) entitled 'Conference on the BMZ Educational Strategy for 2010-2013 – Ten Objectives for Education: Expanding Vocational Education and Training'. The aim of the conference, which was held in Bonn, was to further develop the draft of the BMZ Education Strategy with regard to expanding TVET within the German development and cooperation policy.

In particular, the Head of UNESCO-UNEVOC participated in Forum 3: Participation, Results, and Efficiency. He presented the work of UNESCO-UNEVOC in the context of its function as a resource and capacity development centre. Mr Majumdar particularly stressed the role of the UNEVOC Network as a useful platform for north-south, south-south, and north-south-south cooperation, information sharing and the exchange of good practices to improve TVET around the world. He further explained that partnerships are key to the success of UNESCO-UNEVOC's operational strategy in all its result areas, and that the Centre seeks to maximize the potential of international and regional cooperation and partnerships in order to implement the UNESCO Strategy for TVET.



Inside UNESCO-UNEVOC



Staffing

Staff of the UNESCO-UNEVOC International Centre during 2010-2011

UNESCO staff

L. Efison Munjanganja, Officer in Charge of UNESCO-UNEVOC (till December 2010)
 Shyamal Majumdar, Head of Office, UNESCO-UNEVOC (since May 2011)
 Teeluck Bhuwane, Senior Programme Specialist/Head of UNEVOC Network (since December 2010)
 Katerina Ananiadou, Programme Specialist (since March 2011)

Local staff

Caroline Bajer, Administrative Officer
 Janine Baudach, Programme Assistant Communications (from August 2010 until July 2011)
 Josiane Blanc-Mannheim, Assistant to the Head of Office
 Emmanuelle Bouzigon, Programme Assistant Network (since October 2011)
 Katja Dymova, Programme Assistant (from October until December 2011)
 Max Ehlers, Head of IT
 Lisa Freiburg, Programme Assistant Communications (since October 2011)
 Ulrike Krämer, Office Assistant
 Naing Yee Mar, Programme Officer
 Francis Mosettig, Programme Assistant Network (from May 2010 until September 2011)
 Carolin Schaulandt, Assistant Administrative Officer (since October 2011)
 Alix Wurdak, Head of Publications
 Maja Zarini, Head of Communications (until November 2011)



External consultants

In order to carry out its tasks, UNEVOC involves experts and consultants from various fields to contribute to the work. During 2010-2011, the following short-term consultants were involved in the development of the world TVET report and other publications, e-Forum moderation and ICT support:

Hasan Abrar, France
 Aboubakr Badawi, Egypt
 Chris Chinien, Canada
 Helga Foster, Germany
 John Fox, United Kingdom
 Bonaventure Kerre, Kenya
 Hans Krönner, Germany
 Bernd Sandhaas, Germany
 Oliver Seyffert, Germany

Young professionals

Passant Sobhy, Egypt
 Barbara Trzmiel, Poland
 Elsa Gonzalez, Mexico
 Jun Han, China
 Susanne Madigan, Germany

Interns

During 2010-2011, 11 university graduates or recent graduates participated in the UNESCO-UNEVOC internship programme, gaining valuable professional experience and contributing to the work of the Centre:

Donja Ghobadi, Germany; Stefan Hohn, Germany; Misol Kim, Republic of Korea; Paula Küppers, Germany; Maiju Lahtinen, Finland; Alessandra Mirabile, Italy; Trime Morina, Kosovo; Susanne Niemiets, Germany; Laura Rantala, Finland; Yulia Rubleva, Russian Federation; Yasmine Simillion, Belgium.

Retirement

After serving UNESCO-UNEVOC as Head the UNEVOC Network since 2005, and after almost two years as Officer in Charge of the UNESCO-UNEVOC International Centre, Mr L. Efison Munjanganja retired in December 2010. A Zimbabwean national, he had many years of professional experience in TVET, including in the preparation of teachers, technical management development and policy and planning of education and regional development. He obtained this experience during several decades of work in public, quasi-public and private-sector institutions, regional cooperation and development as well as international agencies in Zimbabwe, Southern Africa, Asia and the Pacific. Before joining UNEVOC, Mr Munjanganja worked as a Programme Specialist for technical and vocational education at the UNESCO Asia and Pacific Regional Bureau for Education in Bangkok. Educated in colleges in Zimbabwe, South Africa and the United States, he holds a doctorate in Social Science Education from the University of Georgia. His master's and doctoral studies concentrated on curriculum and instruction and research in education. He has written several articles for publication.

Mr Munjanganja now lives in Zimbabwe and is a consultant for TVET.

Financial report

In the biennium 2010-2011, UNESCO-UNEVOC had the following budget at its disposal (see table below).

In addition to direct budget support, various contributions were provided:

- Three professional staff provided by UNESCO: 2010: 1 P-4 (until December 2010) 2011: 1 P-5 from May 2011; 1 P-4 from January 2011, 1 P-3 from March 2011
- Rent-free premises in Bonn provided by the German Federal Government

UNESCO-UNEVOC budget 2010-2011		
	2010	2011
Programme funds (regular UNESCO budget)	75,000	75,000
(Running costs)	80,000	80,000
	20,000	20,000
	175,000	175,000
Programme funds (Funds-in-Trust from Germany)*	740,245	774,649
Programme funds (Funds-in-Trust from StratREAL Foundation)	62,667	97,598
Operating funds (Germany)*	269,910	288,765
Total	1,2478,822	1,336,012

*Note: German funding is received in Euro and converted into US\$ at the official UN exchange rate on the date of payment



Appendix I: Overview of activities in 2010-2011

2010-2011

- Entrepreneurship Education in the Arab States, 2009-2012

2010

- Expert Group Meeting on Linkages between Education and Labour Market: Tools and Methodologies, Bonn, Germany, 8-9 March 2010
- 1st meeting of the Inter-Agency Working Group on TVET Indicators, Bonn, Germany 11 March 2010
- Meeting with Canadian National Commission for UNESCO to confer about possible assistance in strengthening the UNEVOC Network, Ottawa, Canada, 11 April 2010
- Technical Advisory ISCED Review Meeting at UNESCO-UIS, Canada, Montreal, 12-13 April 2010
- Microsoft Imagine Cup 2010, Berlin, Germany, 19-20 April 2010
- Inaugural meeting of the Inter-Agency Task Team (IATT) on revitalizing TVET in the ECOWAS Region, Dakar, Senegal, 27-30 April 2010
- 'Making Youth Entrepreneurial - Lessons learned from MENA Countries on effective policies and programme implementation', Sharm El Sheik, Egypt, 4-8 May 2010
- International Working Group on Entrepreneurship Education, Sharm El Sheik, Egypt, 8 May 2010
- 4th African UNESCO-UNEVOC TVET Summit, Lusaka, Zambia, 27 May 2010
- 5th Global YES Summit 'Rework the World', 6 June 2010
- UNEVOC assists CapEFA Implementation in Malawi, Lilongwe, Malawi, 8-9 July 2010
- UNEVOC Sub-regional Meeting on Innovating TVET, Revitalizing the UNEVOC Network and Enhancing Collaboration and Cooperation in TVET Development, Lilongwe, Malawi, 13-16 July 2010
- Official Opening: UNEVOC Centre in Magdeburg, Germany, 16 September 2010

- International Experts' Workshop on Green TVET and ESD, Munich and Magdeburg, Germany, 12-17 September 2010
- Entsorga Trade Fair for Water, Sewage, Waste and Raw Materials Management in Munich, 13-17 September 2010
- UNEVOC Seminar to strengthen UNEVOC Network in the Caribbean, Kingston, Jamaica, 23 September 2010
- Annual UN Publishers' interagency meeting during Frankfurt Book Fair, 5 October 2010
- Sub-regional consultation meeting on building capacity for TVET and ESD in the Commonwealth of Independent States (CIS), Bonn, Germany 19-22 October 2010
- Meeting on ICTs to strengthen TVET in Georgia, in Bonn, Germany, 22-25 November 2010
- Global South-South Development Expo 2010 in Geneva, Switzerland, 22-26 November 2010

2011

- Fifth Meeting of ISCED Technical Advisory Panel, Bonn, Germany, 10-11 February 2011
- 3rd ECOWAS Inter-Agency Task Team meeting on TVET, Abuja, Nigeria, 5-6 April 2011
- Knowledge-sharing workshop on Good Practices and Effective Institutions to Bridge Education, Training and Decent Work, Turin, Italy, 4-6 May 2011
- First meeting of the German Commission for UNESCO Education Committee, Bonn, Germany, 23 May 2011
- 5th African UNESCO-UNEVOC TVET Summit at eLearning Africa 2011, Dar es Salaam, Tanzania, 25 May
- Inter-Agency Working Group on Entrepreneurship Education, Paris, France, 14 June 2011
- Conference on the BMZ (German Federal Ministry for Economic Cooperation and Development) Educational Strategy for 2010-2013 – Ten Objectives for Education: Expanding Vocational Education and Training, Bonn, Germany, 16 June 2011
- 60th anniversary of Germany's membership in UNESCO, 24 June 2011



- UNEVOC Network sub-regional consultation meeting regional consultation meeting on effective engagement of UNEVOC Network in national responses to prevent HIV and AIDS in the scope of TVET, Ha long, Vietnam, 21-24 June 2011
- CIS Regional Network Meeting on Networking and Building Capacity for TVET and ESD in the Commonwealth of Independent States (CIS), 29 June – 1 July 2011
- Synthesis Workshop on School-to-Work Transition Information Bases in Selected Developing Countries of Asia and the Pacific and UNEVOC Network meeting, Bangkok, Thailand, 23 – 26 August 2011
- Friends of Democratic Pakistan workshop on Institution Capacity Building in Pakistan, Ankara, Turkey, 8-9 September 2011
- 4th European Conference on 'Innovations in the Environmental Sector' and the European Conference 'Competence Modelling for the Water Sector', Brussels, Belgium, 20-22 September 2011
- Promoting effective skills policies and systems: workshop on TVET policy development in the Caribbean region, Bridgetown, Barbados, 26-30 September 2011
- Annual UN Publishers' interagency meeting during Frankfurt Book Fair, 11 October 2011
- International Expert Meeting on Transforming TVET to Meet the Challenges of the Green Economy, Bonn, Germany, 27-30 October 2011
- International seminar: Skills anticipation and matching, Common and Complementary Research Strategies, Athens, Greece, 14-15 November 2011
- Online e-Forum conference on Women and TVET, Bonn, Germany, 5-15 December 2011

Appendix II:

Visitors to the UNESCO-UNEVOC International Centre

Algeria

Lahcène Bessikri, Assistant Permanent Delegate of Algeria to UNESCO, May 2011

Angola

José Diekumpuna Sita N'sadisi, Permanent Delegate of Angola to UNESCO, May 2011

Armenia

Aram Avagyan, 'Global Developments' Fund, UNEVOC Centre, October 2010

Australia

Francesca Beddie, National Centre for Vocational Education Research (NCVER), UNEVOC Centre and UNESCO Centre of Excellence, April 2011
Peter Kell, Charles Darwin University, October 2011

Austria

Bilal Barakat, Austrian Academy of Sciences, February 2010

Azerbaijan

Sultan Asadov, Ministry of Education, May 2010
Alizaman Babashov, Director of Baku Vocational Lyceum, May 2010
Matanat Jafarova, Senior Research Officer, Ministry of Education, May 2010
Shakhalaf Khalafov, Director of Baku Vocational School, May 2010
Zulfiyya Mustafayeva, Project Manager, World Vision Azerbaijan, May 2010
Nigar Sultanova, Azerbaijan Teachers Institute, UNEVOC Centre, October 2010

Bangladesh

Mosud Mannan, Ambassador of Bangladesh to Germany, June 2011
Enamul Kabir, Permanent Delegate of Bangladesh to UNESCO, May 2011

Canada

Albert Motivans, UNESCO Institute for Statistics (UNESCO-UIS), November 2010

China

Students, Hong Kong University, UNEVOC Centre, April 2011
Du Hao, Sino-German Vocational Education Association Preparatory Committee, January 2011
Wei Xinhua, Jiangxi Science & Technology Normal University, July 2011
Zhi Lin, Jiangxi Science & Technology Normal University, July 2011
Zhu Yimin, Jiangxi Science & Technology Normal University, July 2011
Yan Bin, Jiangxi Science & Technology Normal University, July 2011
Li Yuping, Jiangxi Science & Technology Normal University, July 2011
Fu Meirong, Jiangxi Science & Technology Normal University, July 2011
Yu Jian Jun, China-Europe Vocational Education Association Preparatory Committee (CEVEA), July 2011
Shi Shuyun, Permanent Delegate of the People's Republic of China to UNESCO, May 2011
Wang Zhigang, International Research and Training Centre for Rural Education (INRULED), November 2011
Wang Li, International Research and Training Centre for Rural Education (INRULED), November 2011

Côte d'Ivoire

Odette Yao Yao, Permanent Delegate of Côte d'Ivoire to UNESCO, May 2011

Finland

Petri Lounaskorpi, Net Training and Educational Consulting, November 2010

France

David Atchoarena, UNESCO Headquarters, January 2010
Yung-chul Kim, UNESCO, January 2010
Claude Sauvageot, Ministry of Education, January 2010
Jean Bourdon, University of Bourgogne, February 2010

Klaus Peter Roos, Rhineland Palatinate House in Dijon, March 2010
 Elisabeth Roos, Rhineland Palatinate House in Dijon, March 2010
 Till Meyer, Goethe-Institut Paris, March 2010
 Serge Peano, UNESCO International Institute for Educational Planning (UNESCO-IIEP), March 2010
 Joyce Poan, UNESCO Headquarters, June 2010
 Lionel Chabeau, UNESCO Headquarters, June 2010
 Margarida Tor Vigneron, UNESCO Headquarters, November 2010
 Mmantsetsa Marope, UNESCO Headquarters, March 2011
 Borhene Chakroun, UNESCO Headquarters, Section for Technical and Vocational Education and Training, March 2011

Gabon

Dr. Gisèle Ossakedjombo-Ngoua Memiaghe, Permanent Delegate of Gabon to UNESCO, May 2011

Germany

Roland Lindenthal, Federal Ministry for Economic Cooperation and Development (BMZ), January 2010
 Michaela Brinkhaus, Federal Ministry for Economic Cooperation and Development (BMZ), January 2010
 Tilman Nagel, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), January 2010
 Birthe Meyer, Federal Ministry for Economic Cooperation and Development (BMZ), January 2010
 Hilmar Schneider, Institute for the Study of Labor (IZA), February 2010
 Thomas Gerhards, Don Bosco Bonn, March 2010
 Soraya Jurado, Don Bosco Bonn, March 2010
 Katja Petereit, Bureau for International Education Management (FiB), March 2010
 Peter Henning, Medialab Karlsruhe, May 2010
 Markus Kamann, Gpdm, June 2010
 Katrin Bergholz, Deutscher Volkshochschulverband (DWW), July 2010
 Susanne Heidmann, GOPA Worldwide Consultants, September 2010
 Tobias Eigen, Kabissa, January 2011
 Marc Schauer, UNEP, February 2011
 Harald Ganns, Senior Advisor, Common Information Space of the UN Organizations in Bonn, March 2011
 Roland Bernecker, German UNESCO Commission, March 2011
 Harry Stolte, German Agency for International Cooperation (GIZ), May 2011
 Martina Nibbeling-Wrießnig, Permanent Delegate of Germany to UNESCO, May 2011
 Burghard Brinksmeier, Federal Foreign Office, May 2011
 Rüdiger Heidebrecht, German Association for Water, Wastewater and Waste, May 2011
 Peter Thiele, German Federal Ministry of Education and Research (BMBF), July 2011
 Eckart Lilienthal, German Federal Ministry of Education and Research (BMBF), July 2011

Peter Wunsch, German Agency for International Cooperation (GIZ), October 2011
 Winfried Heusinger, Edvance Germany, October 2011
 Cornelia Pieper, Minister of State, Federal Foreign Office, November 2011
 Helga Foster, Public Media Institute, November 2011

Georgia

Maria Ghlonti, IT Vocational College, UNEVOC Centre, November 2010

India

Minu Thommen, Don Bosco Tech India, April 2011
 A.M. Joseph, Don Bosco Tech India, April 2011
 Adolph Furtado, Don Bosco Centre for Learning, April 2011

Indonesia

B.B. Triatmoko, Technical Academy of Manufacturing Engineering, April 2011
 Joachim Dittrich, Indonesia University of Education, UNEVOC Centre, March 2010 and May 2011
 Lan Wang, Indonesia University of Education, UNEVOC Centre, March 2010

Jamaica

Carolyn Hayle, HEART Trust/National Training Agency, UNEVOC Centre, November 2010
 Dermon Spence, HEART Trust/National Training Agency, UNEVOC Centre, November 2010

Japan

Isao Kiso, Permanent Delegate of Japan to UNESCO, May 2011

Republic of Korea

Kwon Dae-Bong, Korea Research Institute for Vocational Education and Training, UNEVOC Centre and UNESCO Centre of Excellence, January 2010
 Young-Saing Kim, Korea Research Institute for Vocational Education and Training, UNEVOC Centre and UNESCO Centre of Excellence, March 2010
 Kil-Sang Yoo, Korea University of Technology and Education, July 2010

Kyrgyzstan

Ikram Baimatov, Forum for Education Initiatives, UNEVOC Centre, October 2010

Lebanon

Sallama Namani, Makhzoumi Foundation, February 2011

Malaysia

Wahid Razzaly, Faculty of Technical Education of the Universiti Tun Hussein Onn Malaysia (UTHM), UNEVOC Centre, July 2011
 Sulaiman Yamin, Faculty of Technical Education of the Universiti Tun Hussein Onn Malaysia (UTHM), UNEVOC Centre, July 2011

Morocco

Aziza Benanni, Permanent Delegate of Morocco to UNESCO, May 2011

Mozambique

Father Jose Angel Rajoy, Education Institute ISDB for Vocational Trainers, March 2010

Namibia

Sharonice Bush, Namibian Children's Parliament and Vice President of the Namibia National Students Organization, July 2010

Ephraim Nekongo, National Youth Council of Namibia and Chairperson of the Oshana Regional Youth Forum, July 2010

Trudie Amulungu, Namibian Deputy Permanent Delegate to UNESCO, April 2010

Netherlands

Siegfried Willems, CINOP, UNEVOC Centre, February 2010

Niger

Haoua Na Allah Alou, Permanent Delegate of Niger to UNESCO, May 2011

Norway

Rolf Kristiansen, Akershus University College, UNEVOC Centre, May 2010

Marit Stenberg, Akershus University College, UNEVOC Centre, May 2010

Johan Houge-Thiis, Akershus University College, UNEVOC Centre, May 2010

Trond Smistad, Akershus University College, UNEVOC Centre, May 2010

Russian Federation

Olga Oleynikova, Centre for Vocational Education and Training Studies, UNEVOC Centre, October 2010

Saudi Arabia

Reiner Behrend, GIZ Saudi Arabia, October 2011

Klaus Sodemann, GIZ Saudi Arabia, October 2011

Ziad Aldrees, Permanent Delegate of the Kingdom of Saudi Arabia to UNESCO, May 2011

Senegal

Papa Momar Diop, Permanent Delegate of Senegal to UNESCO, May 2011

Sierra Leone

Elsa Meinzer, GOPA Worldwide Consultants, September 2010

Mohamed A. Jalloh, National Council for Technical, Vocational and Other Academic Awards (NCTVA), UNEVOC Centre, September 2010

Sudan

Abdel Mahmoud Osman Mansour, National Council for Technical and Technological Education, UNEVOC Centre, May 2010

Amin Mohamed Amin Sorkatti, National Council for Technical and Technological Education, UNEVOC Centre, May 2010

Sweden

Kent Bogren, Regional Development Council of Gävleborg, February 2010

Klas Tallvid, Centre for Flexible Learning (CFL), UNEVOC Centre, February 2010

Mats Törnquist, Regional Development Council of Gävleborg, February 2010

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Olga Strietska-Illina, International Labour Office (ILO), January 2010

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Numyoot Songthanapitak, Rajamangala University of Technology Thanyaburi (RMUTT), UNEVOC Centre June 2011

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Zimbabwe

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