



United Nations
Educational, Scientific and
Cultural Organization

• **UNEVOC** 

• International Centre
• for Technical and Vocational
• Education and Training

UNESCO-UNEVOC in Action

Report on Activities 2008-2009

UNEVOC e-Forum

EDUCATION FOR ALL (EFA)

Building Capacity among TVET Personnel

Skills Training for Sustainable Livelihoods

>> Published by
UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training
UN Campus
Hermann-Ehlers-Str. 10
53113 Bonn
Germany
Tel: [+49] 228 815 0100
Fax: [+49] 228 815 0199
www.unesco.org/unevoc
unevoc@unesco.org

This report can be downloaded in PDF format from
www.unevoc.unesco.org/publications

>> Prepared by Maja Zarini
>> Editorial Advice: L. Efison Munjanganja
>> Editorial Assistants: Alix Wurdak, Susanne Niemietz, Alessia Polidoro
and Stefan Hohn

>> Design: Jens Eden, www.pinger-eden.de
>> Printed by: Rautenberg Media & Print Verlag KG, www.rmp.de

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, city or area, or its authorities, or concerning the delimitation of its frontiers or boundaries.

ISBN 978-92-95071-09-4
© UNESCO 2010

TABLE OF CONTENTS

| | | |
|--|-----------------|-----------|
| PREFACE | >> | 5 |
| INTRODUCTION | >> | 6 |
| THE UNESCO-UNEVOC INTERNATIONAL CENTRE | >> | 7 |
| THE UNEVOC NETWORKS | >> | 8 |
| The UNEVOC Network | | 8 |
| Strengthening the UNEVOC Network and Building the Capacity of UNEVOC Centre Professionals | | 10 |
| UNESCO-UNEVOC e-Forum | | 15 |
| TVETipedia | | 16 |
| EDUCATION FOR ALL | >> | 17 |
| Strengthening TVET | | 17 |
| Public Private Partnership | | 20 |
| Youth Employment | | 20 |
| TVET Teachers/Trainers | | 23 |
| Entrepreneurship Education | | 23 |
| Information and Communication Technologies (ICTs) in TVET | | 26 |
| Adult Education | | 29 |
| Inclusive Education | | 30 |
| EDUCATION FOR SUSTAINABLE DEVELOPMENT | >> | 31 |
| INTERNATIONAL COLLABORATION | >> | 38 |
| PUBLICATIONS AND INFORMATION PROGRAMME | >> | 39 |
| Publications | | 39 |
| UNESCO-UNEVOC Bulletin and Forum | | 42 |
| Website | | 43 |
| INSIDE UNESCO-UNEVOC | >> | 44 |
| Staffing | | 44 |
| Financial Report | | 45 |
| Appendix I: Activities in 2008-2009 | | 46 |
| Appendix II: Relationships within the Host Country | | 48 |
| Appendix III: List of Visitors to the UNESCO-UNEVOC International Centre | | 48 |

PREFACE

Running through the mandate, goals and objectives of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training are thoughts relating to assisting UNESCO Member States, especially developing countries and countries in transition, to upgrade technical and vocational education and training (TVET) and to achieve high-quality, relevant, lifelong and cost-effective TVET for all, thereby bettering learners' employment prospects. In order to fulfil these thoughts, the UNESCO-UNEVOC International Centre undertook myriad activities in the years 2008 and 2009.

The report "UNESCO-UNEVOC in Action" gives an overview of the actions that occurred; and the activities that were undertaken and their results. It is produced every two years, corresponding to the UNESCO biennial programme cycle. It seeks to explain and inform about the major actions and activities that received attention. From all this, highlights can be seen of how UNESCO-UNEVOC has served and assisted UNESCO Member States, especially developing countries, in their quest to develop and improve TVET.

Focusing on capacity building and learning, the activities took various forms, ranging from training events such as conferences, seminars, workshops and round-tables, to networking, publications and the provision of online services. They concentrated on the following:

- >> TVET and EFA;
- >> UNEVOC Networks;
- >> TVET and ESD; and
- >> Knowledge sharing.

Highlights of the various actions and activities that were undertaken can be read in the report. The UNEVOC Network and the e-Forum became truly global with a number of institutions from developed and developing countries seeking to become UNEVOC Centres. By the end of December 2009 there were 278 institutions in the

UNEVOC Network. The e-Forum community grew manifold, and interaction as reflected by the number of messages on the e-Forum doubled. There were various improvements to the UNEVOC website in order to make it a "one-stop window" for TVET practitioners and researchers, with the TVETipedia portal www.TVETipedia.org providing for knowledge building and sharing, and communication. These improvements together with other activities helped to enhance the clearinghouse services. The adoption of a New UNESCO Strategy for TVET towards the end of 2009 breathed new life in the activities of the Centre.

International and bilateral partners continued to play an important role in the achievement of the results that form part of this report. Prominent among the partners are the German Commission for UNESCO, several German bilateral institutions and experts, several regional intergovernmental organizations, as well as several private companies. It is, of course, needless to dwell in this vein upon the vital role of house-wide assistance and support that was provided by partners and colleagues in UNESCO, be they Field Offices or UNESCO Headquarters in Paris.

Funding partners were invaluable in our ability to carry out so many activities related to the work of the Centre. In this regard, deep gratitude is extended to the Government of Germany for, as in years gone by, the generous funding, hosting the Centre, and other forms of support.

Finally, there were several staff changes at the Centre. Of importance was the retirement of the former director of the Centre, Mr Rupert Maclean, at the end of March 2009. Following the retirement he was replaced on an interim basis by Mr L. Efison Munjanganja, a member of staff at the Centre, as the Officer in Charge.



L. Efison Munjanganja

INTRODUCTION

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

During the biennium 2008-2009, the UNESCO-UNEVOC International Centre focused its work on three key result areas: fostering innovation and best practice in TVET through active and effective UNEVOC Networks; strengthening TVET in UNESCO Member States to meet the goals of the Education for All (EFA) campaign; and assisting UNESCO Member States in the alignment of TVET with the tenets of sustainable development.

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

- >> The expansion of the worldwide UNEVOC Network by 11 institutions to 278 UNEVOC Centres in 165 UNESCO Member States by the end of 2009, as well as the establishment of thematic clusters for specific collaboration among Network members. Direct relationships between UNEVOC professionals across countries were fostered at regional, international or thematic meetings, or through targeted linkages between UNEVOC Centres. Network activities organized by the UNESCO-UNEVOC International Centre in 2008-2009 reached more than 200 UNEVOC professionals from 35 countries.
- >> Capacity building and professional development of TVET leaders as well as supporting the integration of emerging issues into TVET, e.g. through the organization of regional and international conferences and workshops for TVET experts on contemporary TVET topics. In 2008-2009, UNESCO-UNEVOC held 24 conferences, seminars and

workshops in which more than 800 TVET professionals from around the world participated. The Centre also implemented projects to improve herders' education in Mongolia in relation to sustainable development, assess the use of ICTs in TVET teacher education in China, and train TVET professionals in curriculum development. It provided intellectual contributions to 17 activities that were organized by partner organizations and collaborated with UNESCO Field Offices on two Capacity Building for Education for All (CapEFA) initiatives in Angola and Malawi.

- >> The promotion of best practice in TVET through an extensive publications programme and a comprehensive website, as well as through knowledge sharing and collaboration between UNEVOC Centres, individual TVET experts, and between UNESCO-UNEVOC and other agencies. In 2008-2009, 17 UNESCO-UNEVOC 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 development of the UNESCO-UNEVOC online services, including the expansion of the e-Forum, the launch of the new knowledge-sharing portal TVETipedia and the development of a portal for exclusive use of members of the UNEVOC Network.

It is important to note that UNESCO-UNEVOC worked in close partnership with other UNESCO entities as well as with other national, bilateral, regional and international organizations in the implementation of its activities. The Centre appreciates the generous support and would like to thank all its partners. It is hoped that the successful collaboration will continue in the upcoming years.

Detailed information about the many activities that the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training undertook in 2008-2009 can be found in the respective chapters of this report. We invite all readers to consult the text to find out more about the Centre's work.

THE UNESCO-UNEVOC INTERNATIONAL CENTRE

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 (UNESCO-UNEVOC) assists UNESCO's 193 Member States to strengthen and upgrade their TVET systems. It is a key component of UNESCO's international programme on technical and vocational education and training (TVET). It was established in 2000 and inaugurated in Bonn in 2002.

The Centre 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 complementing the extensive contributions made by other major international organizations working in the



UN premises in Bonn, Germany



Mozambique. © World Bank/Eric Miller

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, a worldwide network of TVET institutions, and takes action to strengthen and upgrade the Network, with particular reference to:

- >> Stimulating international and regional cooperation in TVET;
- >> Promoting best and innovative practices in TVET;
- >> Sharing knowledge; and
- >> Mobilizing expertise and resources.

Full information about the Centre and its activities can be found on the UNESCO-UNEVOC website at www.unesco.org/unevoc

THE UNEVOC NETWORKS

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 legislation that establish effective institutional structures and relevant curricula which ensure that TVET caters adequately to the varied needs of all members of society. UNESCO-UNEVOC has established several networks that aim to assist UNESCO Member States develop and strengthen TVET through knowledge sharing, collaboration and joint activities.

The Centre's two flagship networks are:

- >> The UNEVOC Network, a worldwide network of specialized TVET institutions; and
- >> The e-Forum, a virtual community for TVET experts.

In addition, in 2009 UNESCO-UNEVOC launched a new online platform for networking and knowledge-sharing entitled TVETipedia.

The networks constitute unique platforms for South-South and North-South-South cooperation as a key delivery modality for advancing TVET. In 2008-2009, UNESCO-UNEVOC focused on expanding its networks and enhancing their role and effectiveness in knowledge sharing and knowledge building.

The UNEVOC Network

The UNEVOC Network is an international network that links institutions working in the area of TVET. It is made up of UNEVOC Centres and designated UNESCO Centres of Excellence in TVET. The UNEVOC Centres are established in TVET institutions in UNESCO Member States on the advice of the UNESCO-UNEVOC International Centre. They are focal points in the provision of services and platforms for international and regional cooperation.

The UNESCO-UNEVOC International Centre promotes, orchestrates and mobilises all endeavours concerning the UNEVOC Network, which has three specific objectives:

- >> To encourage and promote the development of TVET systems and policies through the adaptation of international experiences, best practices and innovations in TVET;
- >> To develop the capacities of UNEVOC Centres and associated TVET practitioners; and
- >> To share knowledge, know-how and competencies.

The Network was established in the 1990s. Among the institutions making up the Network are TVET teaching institutions at the secondary or post-secondary school level; TVET research groups within universities; TVET sections within ministries of education; and national apex bodies dedicated to TVET policy development.

All institutions involved in the Network meet the following criteria:

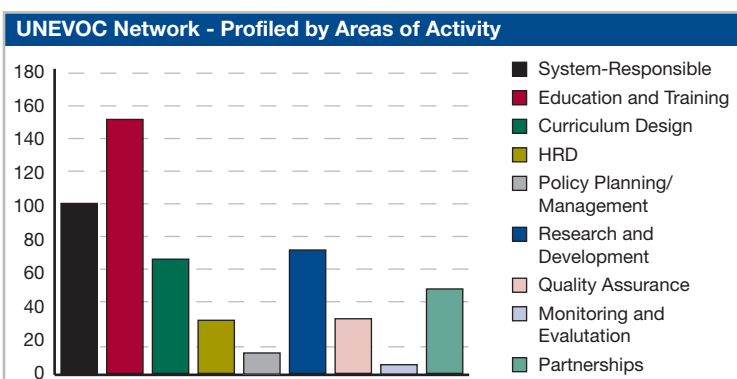
- >> Recognition as a national TVET institution by the national government and competent authorities such as national agencies responsible for one or more aspects of TVET;
- >> Registration as a national vocational education and training institution (e.g. technical college, polytechnic, technical and further education institution, training institution, higher education institution engaged in skills development) by the national competent authorities responsible for TVET;
- >> Adequate institutional capacity for national dissemination of UNESCO TVET messages and networking with other UNEVOC Centres worldwide;
- >> Demonstrated experience in, and national recognition of, undertaking education, training and research activities;
- >> Availability of adequate TVET staff and resources to attend to UNEVOC activities; and
- >> Availability of programmes to publish TVET publications on a regular basis and share those within the Network.

UNEVOC Centres take on the following tasks:

- >> Organizing national and regional network activities, in particular to disseminate UNESCO TVET messages to TVET practitioners and to enable the exchange of information, experiences and lessons learnt among TVET experts;



The UNEVOC Network worldwide



- >> Participating in events organized by UNESCO-UNEVOC and contributing to the collection of country data and reports on good practices, frameworks, innovations and models on TVET;
- >> Reporting changes on the status, contact details and staff movements of the UNEVOC Centre;
- >> Collaborating with other UNEVOC Centres through networking;
- >> Updating information pertaining to their institution on the UNEVOC website; and
- >> Submitting reports upon request.

The UNEVOC Network provides a global platform for UNESCO-UNEVOC to respond to the needs of UNESCO Member States. Therefore, it is one of the UNESCO strategies to provide assistance to Member States in developing countries and countries in transition towards the development and improvement of TVET.

At the end of 2009, the UNEVOC Network consisted of 278 UNEVOC Centres in 165 UNESCO Member States. Updating and expanding the UNEVOC Network and identifying and selecting new UNEVOC Centres around the world are ongoing activities of the UNESCO-UNEVOC International Centre. Institutions join the Network either by invitation from UNESCO-UNEVOC upon identification as a reputable institution in education, training and skills development or following a request from a UNESCO Member State. They might also be nominated by a National Commission for UNESCO. Following the review of an institution's application by the UNESCO-UNEVOC International Centre, the Secretary General of the UNESCO National Commission of the country where the institution is located endorses the membership.

In 2008-2009, eleven institutions were accepted as new members of the UNEVOC Network. They are (listed in alphabetical order by country):

| | |
|----------------|---|
| Australia | Australian Maritime College, March 2009 |
| China | The Hong Kong Institute of Education, Office of Professional and Vocational Education, February 2008 |
| Germany | Three organizations located in Magdeburg, Germany, have become a joint UNEVOC Centre: InWEnt – Capacity Building International, Otto-von-Guericke University and Fraunhofer Institute for Factory Operation and Automation (IFF), February 2009 |
| Jordan | National Training of Trainers Institute, May 2009 |
| Namibia | Rundu Vocational Training Centre, October 2008 |
| Namibia | Windhoek Vocational Training Centre, Liaison Department, October 2008 |
| Pakistan | Staff Training Institute (TEVTA Punjab), Training Section, Academics Dept, TEVTA, June 2008 |
| Pakistan | The National Vocational and Technical Education Commission, June 2008 |
| Sweden | Centrum för Flexibelt Lärande, Söderhamn, May 2008 |
| Thailand | Rajamangala University of Technology Thanyaburi, Faculty of Technical Education, November 2008 |
| United Kingdom | University of Bath, Department of Education, March 2008 |

Details on these and all other UNEVOC Centres can be found in the online UNEVOC Network database at www.unevoc.unesco.org/network

Strengthening the UNEVOC Network and Building the Capacity of UNEVOC Centre Professionals

Effective networking among very different TVET institutions from the various world regions needs to be orchestrated and promoted. The UNESCO-UNEVOC International Centre fosters cooperation within the UNEVOC Network and facilitates it through various methods. It provides tools such as a print Network directory and an online database that provide wide-ranging information about the various UNEVOC Centres, and on which other UNEVOC Centres can draw when looking for partners for their diverse endeavours. Another means through which the UNESCO-UNEVOC International Centre stimulates cooperation and discussions within the UNEVOC Network is the organization of regional and international meetings which build the capacity of UNEVOC Centre professionals, improve the profile of the Network and lead to the identification and implementation of joint activities that respond to the Network members' needs.

In 2008-2009, the UNESCO-UNEVOC International Centre put emphasis on four main strategies to strengthen the UNEVOC Network and build capacity of UNEVOC Centre professionals:

- >> Publishing and disseminating an updated version of the UNEVOC Network Directory and frequently updating the UNEVOC Network database;
- >> Developing and distributing awards for members of the UNEVOC Network;
- >> Organizing conferences and seminars for UNEVOC Centre professionals; and
- >> Developing an online portal for the exclusive use of UNEVOC Centres.

UNEVOC Network Directory

In January 2009, a new print version of the UNEVOC Network Directory was published. The Directory provides information about UNEVOC Centres and aims to facilitate networking and collaboration. Besides containing contact information for each Centre, it describes the activities of UNEVOC Centres and the populations they serve. The Directory was mailed to all UNEVOC Centres worldwide.

In addition to the print and PDF versions of the Directory, which are published approximately once a biennium, an

interactive online version, the UNEVOC Network database, is available on the UNEVOC website. The database is updated frequently.

UNEVOC Centre Awards

The UNESCO-UNEVOC International Centre has developed and distributed awards for members of the UNEVOC Network. The UNEVOC Centre Award is presented in recognition of the Centres' continued efforts in furthering UNESCO goals in TVET as part of the UNEVOC Network. The Award recognizes affiliation with the Network and aims to strengthen and enhance cooperation and communication among UNEVOC Centres.

The Award consists of a large plaque, which is intended to be displayed in a visible location in the lobby of the institution, a smaller plaque for the office of the director or the UNEVOC Centre manager, and a certificate. In 2008-2009, 170 member institutions of the UNEVOC Network received the UNEVOC Centre Award.

Conferences and Seminars

In 2008-2009, seven UNEVOC Network seminars, consultations and conferences that built the capacity of UNEVOC Centre professionals took place:

UNEVOC Sub-regional Seminar on Curriculum Innovations and Best Practices in TVET

Iloilo City, Philippines, 13-16 April 2008

The UNESCO-UNEVOC International Centre and the UNEVOC Centre at the Western Visayas College of Science and Technology (Philippines) jointly organized this sub-regional seminar on curriculum innovations and best practices in TVET, in which twenty TVET practitioners from selected UNEVOC Centres from Cambodia, China, India, Indonesia, Lao PDR, Malaysia, Pakistan, Philippines, Sri Lanka, and Thailand participated.

As a follow-up on the outcomes of seminars held in Chonburi, Thailand, and Tianjin, China, in 2007, this seminar was designed to increase networking and



Philippines. © Western Visayas College of Science and Technology

collaboration in the area of developing and innovating TVET curricula as well as to contribute to the good profile and visibility of UNEVOC Centres. It sought to support UNEVOC Centres further in building their capacity through training and the exchange of innovative practices, as well as through support of initiatives towards collaboration that are based on common areas of interest and specialization.

The seminar led to:

- >> Increased knowledge and understanding by UNEVOC professionals of innovative practices and exemplars in TVET curricula; and
- >> Increased familiarization with national and sub-regional success stories.

Plans for collaborative activities of UNEVOC Centres were also developed.

During the meeting, a park in honour of the UNESCO-UNEVOC International Centre was unveiled on the premises of the Western Visayas College of Science and

Technology. Trees for UNESCO-UNEVOC as well as for each of the participating countries were planted.

UNEVOC International Experts Consultation on Capacity Building of TVET Practitioners and Leaders of UNEVOC Centres

Dublin, Ireland, 18-20 August 2008

Thirty-seven experts from UNEVOC Centres in 17 countries (Botswana, China, Finland, Gambia, Georgia, Germany, Ireland, Ivory Coast, Kenya, Netherlands, Norway, Philippines, Sweden, United States, Thailand, Vietnam and Zambia) participated in this consultation, which was jointly organized by the UNESCO-UNEVOC International Centre, the Dublin Institute of Technology and InWEnt – Capacity Building International. The consultation focused on building capacity of TVET practitioners and leaders of UNEVOC Centres through enhanced cooperation between UNEVOC Centres in developed and developing countries, as well as between UNEVOC Centres in the various world regions.

At the seminar, issues for joint action and leaders for potential thematic clusters within the Network were identified, the importance of the development of standards for TVET teachers / trainers by UNEVOC Centres was stressed, and the need to develop an online portal for communication and knowledge exchange within the UNEVOC Network was articulated.

Roles and responsibilities of UNEVOC Centres to enhance collaboration in the Network were also defined. They include the following:

Long-established and well-funded UNEVOC Centres:

- >> Shall make approaches and methods available to newer Centres;
- >> In developed countries that are not already working with Centres in developing countries shall make known what they are willing to offer; and
- >> Shall make available lists of experts willing to travel to other Centres for particular purposes.

Recently established and poorly resourced UNEVOC Centres:

- >> Shall make their needs known through the UNEVOC e-Forum and/or a new Network portal; and
- >> Shall seek assistance from other Network members through the e-Forum and/or a new Network portal.

UNESCO-UNEVOC Sub-regional Seminar Mbabane: Sharing of Best Practices and Innovative Solutions
Mbabane, Swaziland, 22-24 September, 2008

On invitation by the UNESCO National Commission of Swaziland, 25 participants from UNEVOC Centres in 8 countries in the Southern African region (Botswana, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Swaziland and Zimbabwe) came together at this seminar to exchange views on innovations and best practices in TVET, and to discuss areas for intensified collaboration.

Five priority areas, in which Centres will start to work on joint projects, were defined:

- >> Public Private Partnership;
- >> Communication and reporting;
- >> Capacity building;
- >> Integration of entrepreneurial skills in TVET curricula; and
- >> Learner materials development.

Roundtable for UNEVOC Centres at the 6th International Congress of Quality Management in Education and Training Systems (cimqusef' 2009)
Rabat, Morocco, 16-18 December 2008

The UNESCO-UNEVOC International Centre provided various kinds of support to the organization of the 6th International Congress of Quality Management in Education and Training Systems (cimqusef' 2009), including technical advice and funding (see the EFA section of this report). The Centre also organized and implemented a roundtable on strengthening the UNEVOC Network in the Arab States, which took place in the context of the congress. Fourteen educators from 8 Arab countries participated and learned about UNESCO-UNEVOC, networking and how UNEVOC Centres can contribute to knowledge building in TVET.

The roundtable had the following specific outcomes:

- >> A greater understanding of the benefits to be derived from UNESCO-UNEVOC and the UNEVOC Networks;
- >> Increased interest in the UNEVOC Network and increased knowledge about building the profile of UNEVOC Centres in spite of the challenges faced by the location of some UNEVOC Centres in institutions under the Ministries of Labour; and
- >> Expression of interest by the leader of the Arab Federation for Technical Education in entering into an agreement with UNESCO-UNEVOC relating to the translation of some UNEVOC publications.

Sub-regional Seminar/Workshop: Developing Capacity of UNEVOC Centres and Educators within the UNEVOC Network and Training of Vocational Teacher Educators

Luanprabang, Lao PDR, 7-9 April 2009

This UNEVOC sub-regional seminar was organized by the UNESCO-UNEVOC International Centre in partnership with InWEnt – Capacity Building International. The Vocational Education Development Centre of the Ministry of Education of Lao PDR also provided assistance to the organization of the seminar. Twenty-seven TVET experts from UNEVOC Centres and departments of TVET in Cambodia, China, Lao PDR, Malaysia, Philippines, Thailand and Vietnam participated.

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

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

UNEVOC Conference-cum-Seminar on Reform and Development of TVET and Strategies for Developing TVET Teacher Education with Reference to Mozambique

Maputo, Mozambique, 15-17 July 2009

This sub-regional conference-cum-seminar on the reform and development of TVET took place in Maputo, Mozambique, in July 2009 and was jointly organized by UNESCO-UNEVOC, the UNESCO Office in Maputo and Otto-von-Guericke Universität Magdeburg in Germany (a UNEVOC Centre). Institutions such as Universiti Pedagogic Maputo, the UNEVOC Centre at Ohio State University (USA), UNESCO Harare, UNESCO Windhoek, and the Southern African Development Community (SADC) also provided various forms of support.

The 117 participants at the seminar included Mozambican vocational educators, planners and teachers; regional experts and TVET leaders such as chief executive officers of TVET authorities from Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe; as well as international experts. Among the participants were vocational educators and researchers from UNEVOC Centres in various countries. There were also participants from NGOs and industry-related entities.

The conference/seminar focused on the following issues:

- >> TVET policy and curriculum reform and development;
- >> Improving access to, equity in and quality of TVET;
- >> Innovation and best practice in the reform and development of TVET;
- >> Training of technical and vocational teachers;
- >> Distance education in TVET;

>> Blended learning; and

>> Strategies for international cooperation and collaboration.

The conference/seminar provided insights into various aspects of TVET reform, as a range of issues concerning strategies, situations, processes, national approaches and international perspectives in the development of TVET were discussed. The conference/seminar laid the foundation for enhanced collaboration and exchanges and helped to reinforce relationships within the UNEVOC Network in the sub-region, as well as between UNEVOC Centres in the region and those from abroad. As follow-up action, the development of case studies of good and innovative practices was recommended. In response to this recommendation, the UNESCO-UNEVOC International Centre decided to launch a project designed to set up a TVET Best Practice Clearinghouse (TVET-BPC). The clearinghouse will harness, document and evaluate best practices with the aim of supporting the UNEVOC Network and key TVET stakeholders.



Germany. © UNESCO/Susanne Taron

UNEVOC Sub-regional Seminar: Increasing National and Regional Effectiveness of UNEVOC Centres for Capacity Building and Innovation of TVET

Suratthani, Thailand, 24-26 November 2009

The UNESCO-UNEVOC International Centre and the Office of the Vocational Education Commission (OVEC), Ministry of Education, Thailand, cooperated in the organization of this sub-regional seminar on increasing the effectiveness of UNEVOC Centres nationally, regionally and internationally. Following on the outcomes of different regional seminars and international experts consultations held in the past few years, it was designed to increase the effectiveness of the UNEVOC Network, thereby contributing to the good profile and visibility of UNEVOC Centres.

In particular, the seminar intended to fulfil the role and goal of the UNESCO-UNEVOC International Centre in providing various forms of assistance to UNEVOC professionals and vocational educators and leaders towards the development and improvement of TVET. Its objectives were for participants to:

- >> Learn about how to build an effective UNEVOC Network of good profile and visibility nationally, regionally and internationally;
- >> Be acquainted with what works under what conditions in utilizing the UNEVOC Network;
- >> Share tools, methods and experiences in innovating TVET policy and curricula; and
- >> Develop an effective ongoing framework for collaboration among UNEVOC Centres.

With the Thai UNEVOC Network at the centre, the seminar targeted professionals from selected UNEVOC Centres from East Asia and South-East Asia. It specifically dealt with the following issues:

- >> Why and how to increase national effectiveness and utility of the UNEVOC Networks;
- >> Innovative practices in TVET curricula and policy;
- >> Challenges in innovating policy and curricula of TVET programmes;
- >> Challenges in using the UNEVOC Network and in networking and fostering mutual learning and assistance;
- >> Reporting and sharing innovations and good practices locally and throughout the UNEVOC Network; and
- >> Overcoming challenges in strengthening TVET through the effective utilization of the UNEVOC Network.

Twenty-four UNEVOC professionals from China, Lao PDR, Malaysia and Thailand participated in the seminar. The participants from each of these countries presented about the current state of and developments in their TVET system and addressed how the UNEVOC Network and the UNESCO-UNEVOC International Centre have been helpful in addressing challenges.

The seminar strengthened UNEVOC Centres by building their capacity in networking and exchanging innovative practices, as well as by supporting initiatives towards collaboration. The participants were also familiarized with national and sub-regional success stories, innovative practices, exemplars in TVET and how UNEVOC Centres have been effective as sources of expertise and information.

UNEVOC Network Portal

In order to support networking and communication within the UNEVOC Network of TVET institutions, UNESCO-UNEVOC began developing an online UNEVOC Network Portal in 2009. This portal will contain information and communication features for exclusive use of UNEVOC Network members. It will be launched in 2010.

Greece. © ILO/J. Maillard



UNESCO-UNEVOC e-Forum

UNESCO-UNEVOC hosts an Internet-based virtual community and electronic mail forum (e-Forum), which directly links individual TVET experts around the world. The e-Forum brings together educators, researchers and other interested individuals to share TVET information on a non-commercial basis. It is an excellent way for those working on skills development and employability issues to cooperate and communicate with partners around the world. Messages may include:

- >> Discussions on a wide variety of TVET topics, including TVET system development; national qualification frameworks; basic TVET skills; the image and status of TVET; TVET for sustainable development; involvement of the private sector to improve TVET systems; learning within the socio-economic context of the workplace; etc.;
- >> Announcements of international conferences and workshops;
- >> Information on new publications and resources;
- >> Enquiries about materials that can be useful for an individual's work in TVET and that may be available abroad (e.g. curriculum materials, etc.); and

>> Finding partners for international cooperation.

During 2008–2009, membership in the e-Forum and the number and quality of messages and discussions once again increased substantially. At the end of 2009, more than 1250 TVET experts from more than 140 countries, as well as representatives of around 25 regional and international organizations working in the area of TVET, were members of the e-Forum community. The number of messages more than doubled from 831 in 2006–2007 to 1782 messages from around 400 e-Forum members in 2008–2009.

To enable discussion and exchange on TVET topics relevant to Latin America and the Caribbean, in 2007 UNESCO-UNEVOC established the "Foro de correo electrónico hispano-luso" (Spanish-Portuguese E-mail Forum). This mailing list is smaller than the mostly English e-Forum and is used more infrequently: In 2008–2009, a total of around 50 contributors exchanged some 150 messages.

UNESCO-UNEVOC

http://www.unevoc.unesco.org/forum.php?lang=&fiya=2009

UNESCO.org Education Natural Sciences Social & Human Sciences Culture Communication & Information

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

International Centre for Technical and Vocational Education and Training

Text Sitemap Search: OK Advanced Search English Français Español

UNESCO.UNEVOC.org

UNESCO-UNEVOC UNESCO-UNEVOC e-Forum

Home please [log in](#) to see message contents

e-Forum

About Messages Start new topic Chat Unsubscribe Change Address Update User Profile Log out

Search e-Forum:

e-Forum

e-Forum Messages

Search: >

auto-translate this page:

View messages: [last 20](#), or by year: [2010](#), [2009](#), [2008](#), [2007](#), [2006](#)

| December | | |
|------------|--|------------------|
| 2009-12-23 | policy making | 10 Nor Fahmil... |
| 2009-12-23 | Labour Market Information - experiences | 7 Tibebe Teg... |
| 2009-12-23 | News from the Commonwealth of Learning -- December 2009 | Commonweal... |
| 2009-12-21 | Seasons Greetings and a Happy New Year | 2 UNESCO-UNE... |
| 2009-12-19 | Report of National Conference on ICTs for the Differently Aabled. | Loyola Col... |
| 2009-12-19 | Beekeeping and Apiculture | 3 Management... |
| 2009-12-19 | TVET scholars and Practitioners in Africa | Maina Mari... |
| 2009-12-19 | research on quality and utilization of technical education teachers | 4 Joshua Sis... |
| 2009-12-18 | [L&W] What's new in research: ECER VETNET Proceedings 2009 | Sabine Man... |
| 2009-12-15 | Curricula Required | 4 Farah Ahme... |
| 2009-12-14 | Invitation to 1st Trans-National Distance Conference on Quality in Adult Learning 2009 | Dr. Ulf-Da... |

TVETipedia

In the past few years, the UNESCO-UNEVOC International Centre developed a new wiki-based online collaboration portal for the exchange of relevant and high-quality information and knowledge about TVET from around the world.

On 19 March 2009, the Centre launched the new portal, which is entitled "TVETipedia". TVETipedia, which in 2009 was an English-only portal, aims to promote TVET development and innovation and enable TVET policy makers, researchers and practitioners to share information and experiences such as:

- >> TVET policy documents;
- >> Curricula;
- >> Learning materials;
- >> Success stories; and
- >> Good practices and lessons learnt.

On the TVETipedia platform, registered users can add and edit text, link to other websites, and upload documents relevant to TVET. The English launch of TVETipedia was the first step in the development of what UNEVOC hopes will be a truly global, open and multi-lingual online space for TVET. Users are free to contribute content in UN languages other than English.

Since the launch of TVETipedia, UNESCO-UNEVOC has promoted the platform at various activities in Africa, Asia and the Arab States.

TVETipedia Developments in 2009

| | |
|--------------------------------------|------|
| No. of different authors: | 53 |
| No. of total edits: | 1882 |
| No. of different pages edited: | 278 |
| No. of new users: | 667 |
| New subscribers via TVETipedia form: | 240 |
| No. of new uploads: | 77 |

The screenshot displays the TVETipedia website interface. At the top, the UNESCO-UNEVOC logo and the text "Technical and Vocational Education and Training" are visible. The main header features the TVETipedia logo and the tagline "Knowledge Sharing Platform". Below the header is a search bar and navigation tabs for "Article", "Edit", "Discussion", and "History".

The left sidebar contains a "Navigation" menu with links to Main Page, Index, Glossary, and Recent Changes. Below this is an "Interaction" section with links for About TVETipedia, Blog, Community, Contribute, Contact, Support Forum, Chat, and Help | FAQ. A "Tools" section includes File Upload and Add Article.

The main content area is divided into several sections:

- What is TVETipedia?**: A brief introduction stating it is an internet portal for exchanging information and knowledge on TVET issues, with bullet points for showcasing good practice examples and collaborating on TVET projects.
- Who can join the portal?**: A section stating that anyone involved or interested in education for the world of work can join the online community and contribute information.
- Recently Edited Articles**: A list of recently edited articles including "National Vocational and Technical Education Commission", "Egypt", "Category: Countries", "Pakistan", and "Algeria".
- Featured Articles**: A list of featured articles including "TVET in Malaysia", "International Standard Classification of Education", "On-the-Job Training", "Qualifications frameworks", "Status of TVET", and "Quality Assurance".
- log TVET blog**: A section for a recent blog post dated 2009-05-13 by Prof. Shyamal Majumdar, CPSC, titled "Adapting to Global Trends in Asia-Pacific". The post discusses the platform's role in exchanging insights and views on ongoing issues.
- Wanted Articles**: A section encouraging users to help improve the platform by editing on one of the following articles: "category:pakistan?", "gtz?", "category:pakistan?", "what works:critical incidents?", "cote d'ivoire?", and "link title?".

At the bottom left, the website is noted as being hosted by UNEVOC, the United Nations Educational, Scientific and Cultural Organization International Centre for Technical and Vocational Education and Training.

EDUCATION FOR ALL

Although there has been steady progress towards achieving the Education For All (EFA) goals, international reports, such as the Global EFA Monitoring Report (2008), show that more has to be done to accelerate progress towards the goals, especially in Sub-Saharan Africa, South and West Asia, and some Arab States. The internationally agreed goals for EFA include TVET notably in goal 3, "to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes." In earlier years, the link between TVET and EFA was not so strongly understood. The position long advocated by UNESCO-UNEVOC now has a wider resonance; i.e. that basic education (the cornerstone of EFA) can occur in primary, secondary and vocational levels in both formal and non-formal settings, and further, that EFA cannot be achieved without a rapid expansion of high-quality, relevant TVET. To ensure productive economic progress and sustainable communities, quality, relevant skills for employability and citizenship must be broadly available to all.

Governments, training authorities and many TVET institutions themselves are increasingly interested in TVET reform. There is now a growing awareness that in situations of scarce resources, the efficiency and effectiveness of TVET is of paramount importance. TVET needs to be as dynamic as the economies and communities it serves. Rapid changes in technology and employment patterns, in demographic growth and social expectations, and many other factors drive the need to reform as well as to expand TVET. Regardless of specific issues, there is a general need for a comprehensive enhancement of national capacity in TVET planning and management.

In line with the overall prioritization of EFA within the UNESCO Programme and Budget for the biennium 2008-2009, UNESCO-UNEVOC provided support to UNESCO Member States through the UNEVOC Networks and various training and human resource development modalities, as well as through the UNEVOC online services and publications. UNESCO-UNEVOC organized activities in cooperation with Member States, donors and partner agencies on topical and pertinent issues related to TVET and EFA that are of particular relevance to developing countries, countries in transition, and those in a post-conflict situation. Through various activities such as seminars, workshops, conferences, expert consultation meetings, research, publications and networking, UNESCO-UNEVOC contributed to implementing EFA programmes in 2008-2009. The Centre assisted Member States develop and improve TVET by advocating the integration of TVET as part of their education planning, and as well by integrating emerging issues into TVET. In particular, the Centre's work focused on the following areas:

- >> Strengthening TVET;
- >> Public private partnership in TVET;
- >> Youth employment;
- >> TVET teachers and trainers;
- >> Entrepreneurship education;
- >> Information and communication technologies (ICTs) in TVET;
- >> Adult education; and
- >> Inclusive education.

Strengthening TVET

Corporate Human Resource Development and Skills Development for Employment: Scope and Strategies

Bali, Indonesia, 24-26 November 2008

As a major contribution to the United Nations Decade of Education for Sustainable Development 2005-2014, InWEnt – Capacity Building International, in collaboration with UNESCO-UNEVOC and the Southeast Asian Ministers of Education Organisation Regional Centre for Vocational and Technical Education and Training (SEAMEO VOTTECH) jointly organized an International Conference in Bali, Indonesia from 24 to 26

November 2008. The purpose of the conference, which was entitled Corporate Human Resource Development and Skills Development for Employment: Scope and Strategies, was to share national qualifications framework (NQF) models with and among the Association of Southeast Asian Nations (ASEAN) member countries in order to enhance skills-recognition arrangements across ASEAN, and to examine international tendencies in human resource development (HRD) at the workplace.

The conference highlighted and provided information on regional arrangements to serve as a context for



Zimbabwe. © ILO/J. Maillard

discussing and potentially developing new measures for ASEAN; outlined the aims, objectives, and activities of InWEnt' s current project Innovation Network South East Asia for TVET and Sustainable Development; provided an overview of options for HRD in companies to make TVET graduates more employable through demand-driven skills development, and compared strategies and tools for HRD from the participating countries and donor agencies.

Workshop on Revitalizing TVET Provision in ECOWAS Countries

Abuja, Nigeria, 17-20 August 2009

Given a growing movement to invigorate TVET in West Africa, the Economic Community of West African States (ECOWAS) and UNESCO-BREDA held a joint workshop on TVET revitalization and TVET harmonization in Abuja, Nigeria, on 17-20 August 2009. The UNESCO-UNEVOC International Centre participated in and presented at this event. The main objective of the workshop was to create a platform for sharing knowledge and experiences on the reform, revitalization and expansion of national TVET systems to improve skills delivery, employability and mobility of youth within ECOWAS member states. The progress made and results obtained by Nigeria in reforming its TVET system through the UNESCO-Nigeria TVE Revitalization Project¹ were highlighted as good practice that can serve as a model for other ECOWAS member states. Nigeria currently has more than 750 secondary and post-secondary TVET institutions and is often recognized as having the most advanced TVET system in the sub-region.

Roughly 70 representatives of Ministries of Education from the 15 ECOWAS countries (Benin, Burkina Faso, Cape Verde, Gambia, Ghana, Guinea, Guinea Bissau, Ivory Coast, Liberia, Mali, Niger and Nigeria), UNESCO Cluster Offices, various UN organizations and other international partners such as the African Development Bank took part in the workshop. A UNESCO-UNEVOC consultant, together with the president of RAIFFET (African Network of TVET Teacher Training Institutions, Libreville, Gabon), gave a presentation on network support in TVET. The consultant also facilitated a session on sharing experiences within regional networks. This resulted in an expressed commitment by the participants to exchange curricula and national qualifications frameworks (NQFs).

The workshop resulted in a resolution calling for the harmonization of TVET qualifications and TVET systems in the ECOWAS region, a process which will be called the "Abuja Process".

Review of the TVET System in Malawi: National Seminar

Lilongwe, Malawi, 2-3 November 2009

The UNESCO-UNEVOC International Centre contributed to a Capacity Building for Education for All (CapEFA)² activity led by the UNESCO Office in Harare to strengthen TVET in Malawi. The Centre prepared a paper entitled "International Review and Synthesis of TVET Reform: Reforming to Last and for a Brighter Future", which was presented as a key text to inform the analyses and discussions at the national seminar The Review of TVET System in Malawi for the Past Ten Years:

Successes and Challenges (Lilongwe, Malawi, 2-3 November 2009). This seminar was organized to facilitate a review of TVET issues that confront Malawi against the backdrop of its own experiences in the past ten years, developments in other countries in the region, and experiences elsewhere in the world.

The main goal of the seminar was to enhance the Ministry of Education's capacity to develop, implement, monitor and review legal and policy frameworks for TVET in Malawi to ensure that such documents respond to national challenges and realities as well as to regional and international trends and developments.

The seminar resulted in the formulation of recommendations in the areas of TVET policy, institutional frameworks, monitoring and enforcement, and programmes.

Harnessing Qualifications Frameworks Towards Quality Assurance in TVET in Asia

Manila, Philippines, 1-2 December 2009

The UNESCO-UNEVOC International Centre, the Colombo Plan Staff College (CPSC) and InWEnt – Capacity Building International jointly conducted an international conference on Harnessing Qualifications Frameworks Towards Quality Assurance in TVET in Manila, Philippines, on 30 November to 2 December 2009. Over 200 TVET experts from 35 countries in Asia participated in the conference, which examined issues and challenges in developing qualifications frameworks at the national, regional, and international levels. Tested models of conceptual frameworks were presented, and different case studies on developing regional qualifications frameworks were showcased. The participants exchanged experiences and innovative practices in the development and implementation of national qualifications frameworks in the region. They also developed strategies for the successful development and implementation of a regional qualifications framework for TVET in Asia. A UNESCO-UNEVOC consultant delivered a keynote address on comparative perspectives on qualifications frameworks and chaired the plenary session on current initiatives in quality assurance in TVET.

International Expert Meeting on Education and Training for the Changing World of Work: Meeting the Demands of the Business Environment

Hangzhou, China, 7-9 December 2009

UNESCO-UNEVOC and the Chinese National Commission for UNESCO, with the support of Zhejiang Technology Institute of Economy (ZJTIE, a UNEVOC Centre), Zhejiang Materials Industry Group Corporation (China) and the

UNESCO Office (Hanoi), organized the International Expert Meeting on Education and Training for the Changing World of Work: Meeting the Demands of the Business Environment, which took place from 7-9 December 2009 and was hosted by the Zhejiang Technology Institute of Economy, Hangzhou, China.

The aim of the meeting was to address the issues of economic and social development within the context of the changing nature of industry and work, the pressures of global financial crisis and the limits and opportunities posed by climate change and other environmental imperatives to create opportunities for TVET to contribute not only to enhanced productivity but also to social development and environmental protection. It spelt out the implications of a broadening of TVET from the narrow task of providing training for industry and occupation-specific skills to the broader task of workforce development and lifelong learning for sustainable development and citizenship.

The meeting provided opportunity for the participants to identify drivers of change in the workplace and the implication of these for policy and innovative practice in TVET, focusing on the following issues:

- >> TVET curriculum development and delivery;
- >> Research and innovation on school to work transition; and
- >> Recognition, certification, accreditation and quality assurance in TVET teacher education.

Twenty participants from China, Germany, Lao PDR, Nepal, Philippines, Republic of Korea, Thailand and Vietnam, including representatives of several UNEVOC Centres, participated in the meeting. A visit to ZJTIE campus (a UNEVOC Centre) was arranged, where a seminar was organized with 29 TVET experts including the leaders and staff of ZJTIE.

¹ For more information about this project please visit the website at <http://unesco-nigeriatve.org/>

² 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, with 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.

Public Private Partnership

Around the world, countries face the challenge of having to renovate their TVET systems to better meet trade and industry requirements for qualified labour and the population's need for skills and qualifications that are relevant to employment. TVET systems in many countries are in need of reform to overcome the mismatch between TVET output and the demands of the labour market. One strategy to address this issue is to foster the involvement of stakeholders from both the public and the private sectors in the various aspects of TVET. The UNESCO-UNEVOC International Centre is engaged in promoting such public private partnerships in TVET. In 2008-2009, the Centre was involved in the following activities:

10th German World Bank Forum on "The Asian Century: Challenges in the Economic Crisis"

Frankfurt, Germany, 20 November 2008

The 10th German World Bank Forum, in which the UNESCO-UNEVOC International Centre participated, took place in Frankfurt, Germany, on 20 November 2008. The main objective of the meeting was to gain insights from and access to eminent representatives from the worlds of politics, business, and civil society regarding the growing importance of Asia for the world economy and its impact on the world's international financial architecture.

The forum was hosted by the World Bank Group and the government of Germany. A wide range of experts, policy makers and practitioners from various countries and development organizations as well as representatives of the private sector attended and shared views on the global financial crisis as it affects the debates around food, micro-finance and climate change as social mission vs. business opportunity, with particular reference to

Asia. A representative of UNESCO-UNEVOC presented the work of the Centre and addressed questions about how the financial crisis affects education and training at the workshop session "From Conflict to Prosperity: Country Concerns Vietnam". Copies of recently published UNESCO-UNEVOC materials were also distributed to the conference participants.

International Symposium on Public Private Partnership in TVET

Manila, Philippines, 1-2 December 2008

On 1-2 December 2008, the first International Symposium on Public Private Partnership in TVET took place in Manila, Philippines. The Symposium was organized by UNESCO-UNEVOC in collaboration with InWEnt – Capacity Building International and Colombo Plan Staff College (CPSC), which also hosted the event.

At the symposium, major challenges and opportunities for public private partnership in the area of education for the world of work were examined and different approaches and best practices in public private partnership for sustainable TVET in the Asia-Pacific region were identified and shared.

The TVET stakeholders who attended the symposium included government officials, policy makers, heads of private institutions and non-governmental organizations, and experts in the field. Two staff members of the UNESCO-UNEVOC International Centre, including the Director, gave speeches and chaired sessions at the symposium.

Youth Employment

The formal and informal economies of both developed and developing countries rely heavily on young people's labour. Many young people are engaged in work, particularly in the services sector, even whilst they are full-time students. Sometimes, young people are working in hazardous conditions or in entirely unpaid positions, for example as carers and domestic servants in the home. At the same time, the International Labour Office (ILO) has estimated that youth unemployment accounts for

around 44 percent of the unemployed on a global level.³ As young people's participation in full-time education is rising across the world, the transition to formal and permanent paid employment is being delayed. The relationship between young people and work is, therefore, a complex and shifting one, which poses many challenges for TVET policies and practice. In 2008-2009, UNESCO-UNEVOC addressed the issue of youth employment through various activities.



Philippines. © World Bank/Edwin Huffmann

International Project Week of TVET Institutions Detmold, Germany, 5 March 2008

In March 2008, the UNESCO-UNEVOC International Centre supported Felix-Fechenbach-Berufskolleg's (FFB) International Project Week for Vocational Educators. FFB is a vocational college based in Detmold, Germany. The college's policy is to train its students in an international context by creating an international atmosphere that supports exchange programmes for students and teachers as well as joint international activities with vocational institutions in different countries. The college has formal ties with schools in Chile, the Czech Republic, Finland, Japan, Lithuania and the USA.

In the context of the college's international work, the project week took place at its premises on 3-8 March 2008. TVET teachers from institutions in all partner countries participated. The focus of the activities during the week was on aspects of international training, partnerships and cooperation in TVET. In addition, there was an emphasis on vocational opportunities in the countries represented as well as on ecological and health aspects in vocational and cooperative training.

On the main day of the project week (Wednesday, 5 March 2008), high level officials and representatives from various institutions participated in the panel discussion " ...on the way to global vocational training". A representative of UNESCO-UNEVOC gave the keynote address at this event and was a member of the panel.

ADEA 2008 Biennale on Post-Primary Education Maputo, Mozambique, 5-9 May 2008

Post-primary education, which has been identified as one of the greatest challenges facing education systems in Africa, was the theme of the 2008 ADEA Biennale on Education in Africa, which was held on 5-9 May 2008 in Maputo, Mozambique. The Biennale gathered nearly 500 participants and served as the most significant educational event for the African region in 2008. Ministers of Education from 36 Sub-Saharan African countries, bilateral and multilateral development agencies, experts from Ministries and universities, as well as representatives from civil society were invited to participate. UNESCO-UNEVOC contributed to the Biennale through reporting on a study the Centre had commissioned in Kenya on improving the attractiveness of TVET and introducing a volume of the UNEVOC Book Series entitled Vocationalization of Secondary Education Revisited. A representative of the Centre gave a presentation on "Vocationalization of Secondary Education Revisited: An Overview" in the parallel session on skills development in TVET.

The Biennale sought to provide the educational community in Africa with the research, tools, and capacity to advance post-primary education across the continent. It addressed three major areas: the extension of basic education to include lower secondary education, TVET and labour markets in urban and rural settings, and linkages between upper secondary and higher education.

³ International Labour Organization (ILO). 2006. Global Employment Trends for Youth. Geneva: ILO.

4th Global Youth Employment Summit

Baku, Azerbaijan, 24-27 September 2008

A representative of the UNESCO-UNEVOC International Centre participated in the Fourth Global Youth Employment Summit (YES), which assembled in Baku, Azerbaijan, on 24-27 September 2008. The Summit reaffirmed the essential message articulated at the previous YES summits held in Egypt (2002), Mexico (2004) and Kenya (2006) and to begin preparing new initiatives for the 2010 YES Summit to be held in Sweden. YES aims to empower its networks to attain its ambitious goal of creating 2 million employment opportunities for youth worldwide by 2012.

The Summit was hosted by the Republic of Azerbaijan through the Ministry of Youth and Sport, in partnership with Youth Employment and Sustainability (YES) Inc. Roughly 600 delegates (including 30 government delegations) from nearly 75 countries participated.

The UNESCO-UNEVOC representative made a substantive contribution to the Summit and presented the work of the Centre to aid UNESCO Member States in improving employability and citizenship. In addition, UNESCO-UNEVOC was invited to present a keynote address at a Ministers' forum that took place in the context of the Summit. The address covered the following issues:

- >> The importance of TVET for youth in both developed and developing countries;
- >> Key issues related to youth employment that need to be addressed in the context of strengthening and upgrading TVET; and
- >> Suggestions for promoting partnerships with key actors, including the private sector.

The Ministers' Forum was chaired by the Minister of Youth and Sport of Azerbaijan and moderated by the Deputy Minister of Economic Development. Ministers of Education, of Youth and Sport, as well as of Labour from Azerbaijan, Egypt, India, Morocco, Namibia, Nepal, South Africa, Tanzania and Uganda were in attendance. In addition, representatives from various international organizations, including the President of YES, the ILO Sub-regional Director for Eastern Europe and Central Asia, and regional representatives from ETF, UNICEF and UNDP participated in the meeting.

First Agence Française de Développement (AFD) – German Technical Cooperation (GTZ) Conference on Beyond Primary Education: The Relevance of TVET in Post Primary Education for All

Berlin, Germany, 23 October 2008

UNESCO-UNEVOC contributed to the 1st AFD-GTZ Conference on Beyond Primary Education: The Relevance of TVET in Post-Primary Education for All, which was held in Berlin, Germany, on 23 October 2008. The conference focused on the relevance of TVET in post-primary education in light of the significant progress to date toward achieving universal primary education and addressed issues regarding achieving sustainable development and the Millennium Development Goals (MDGs).

The objectives of the meeting were to share views on the relevance of TVET in post-primary education from the perspectives of European development cooperation in TVET; to develop a common understanding of TVET in post-primary education and to identify principles to guide future joint work; and to develop strategies and instruments for post-primary education and skills development.

A wide range of experts, policy makers and practitioners (around 100 participants) from GTZ partner countries and other development organizations attended the conference and shared their views. A UNESCO-UNEVOC representative contributed to the session 'Embedding TVET in Post-primary Strategies: A Holistic Approach' and presented the work of UNEVOC in the area of school-to-work transition and youth-related issues at the post-primary level.

Exploring the Changing Nature of Youth Transitions and the Youth Labour Market: An International Seminar

London, United Kingdom, 10-12 November 2008

This seminar, which was jointly organized by the UNESCO-UNEVOC International Centre and the Institute of Education of the University of London, brought together leading international experts in the fields of youth transitions, TVET and labour economics to examine and discuss the changing relationship between young people, vocational education and work in contemporary society.

The aims of the seminar were to:

- >> Showcase the latest research and identify gaps in knowledge and understanding of the issues;

- >> Highlight ways in which youth transitions from education to employment are evolving in different countries;
- >> Discuss the position and experience of young people in employment (paid and unpaid);
- >> Examine how gender, social class and ethnicity impact on young people's employment and TVET opportunities;
- >> Map vocational pathways taken by young people and the patterns of inequality and social exclusion that exist within and across these pathways;
- >> Examine the relevance of traditional models of vocational education such as apprenticeships in

contemporary society and the impact of expanded systems of higher education; and

- >> Identify examples of good and innovative practice in relation to supporting young people through transitional phases, with particular reference to career advice and guidance.

The participants explored the changing nature and 'lived experiences' of transitions from education to work and the nature of youth labour markets from a range of international perspectives. They also debated the way transition is conceptualized around the world and how its meaning has shifted over time. Different methodological approaches to researching the topic and the complexities involved in longitudinal data collection were considered.

TVET Teachers/Trainers

Professionalization of TVET teachers and trainers as well as of TVET teacher educators/trainers is widely regarded as one of the most important issues that affect 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 teacher/trainers and those being taught that has the greatest impact on the outcomes achieved.

Seminar on Teaching: Professionalization, Development and Leadership

Oxford, United Kingdom, 19–20 June 2008

The UNESCO-UNEVOC International Centre worked with the University of Oxford's Education Department to

organize a seminar that addressed various issues related to improving the status of TVET teacher educators as a means to improving the status and standing of TVET as a whole. Experts and specialists working in the area of teacher professionalization examined key issues such as the professional development and leadership of the TVET teaching profession to attract more qualified candidates into the occupation and thereby to also attract more qualified students and improve staff retention and student drop-out rates.

Entrepreneurship Education

All over the world, young people face highly uncertain futures when slow growth in the economy is coupled with very fast growth in the youth population. In essence, many economies have no hope of growing fast enough to absorb the numbers of young people entering the labour market. The impact of the 'youth bulge' is significant. Unemployment, informality and inactivity are threatening the labour-market prospects of youth across the world. Lack of opportunities and recurring frustration can put youth at risk, increasing feelings of social exclusion and reducing social cohesion. In the context of economic environments where there are no guarantees for lifelong, stable and salaried employment, for financial security or for professional development, self-employment and entrepreneurship become particularly viable options.

Entrepreneurship education (EPE) is about creating an entrepreneurial mindset/culture that fosters innovation, problem-solving and active citizenship, where individuals have the self-confidence and belief in their ability to succeed in whatever they choose. It is about increasing individuals' ability to anticipate and respond to societal changes and encourages individuals to develop and take initiative, responsibility and risks. Not every person who undertakes entrepreneurship education will become an entrepreneur and be self employed, but the skills acquired, especially when linked with practical skills in demand, will surely make a contribution to personal empowerment and increase individual capacities for employability and citizenship. Indeed, the European Commission calls entrepreneurship a "new basic skill". The UNESCO-UNEVOC International Centre has done work in the area of EPE since 2008.

Inter-regional Seminar on Entrepreneurship Education
Bangkok, Thailand, 11-16 February 2008

The Inter-regional Seminar on Entrepreneurship Education was organized by UNESCO's Division for the Promotion of Basic Education. Representatives from UNESCO Regional Bureaux for Education, the UNESCO-UNEVOC International Centre, other UN agencies and education experts from all world regions participated.

The meeting addressed the issue of entrepreneurship education in a global context. Specific objectives were to:

- >> Exchange practical and concrete experiences of entrepreneurship education at the secondary education and TVET levels;
- >> Facilitate partnership- and network-building among the participants; and
- >> Recommend ways of promoting entrepreneurship education that respond to the current needs and conditions of UNESCO Member States around the world.

A representative of UNESCO-UNEVOC gave the overview presentation to set the scene for the discussions at the seminar. The presentation was on "Skills Development, TVET and Entrepreneurship Education".

The outcomes of the seminar included recommendations for the establishment of an entrepreneurship education website as a repository of information for practitioners and developers of entrepreneurship education and the

establishment of an international entrepreneurship education working group.

First meeting of the International Working Group on Entrepreneurship Education

Frankfurt, Germany, 27-29 October 2008

The first meeting of the International Working Group on Entrepreneurship Education, of which the UNESCO-UNEVOC International Centre is a member, took place in Frankfurt, Germany, on 27-29 October 2008. Around 20 education experts from various international organizations, national governments and entrepreneurship education providers met to share experiences and build partnerships, and to determine means for the International Working Group (IWG) to promote entrepreneurship education that responds to current needs and conditions of countries worldwide. The three-day programme of the meeting consisted of a mixture of presentations of experiences and discussions on the scope and framework of the IWG.

The establishment of the International Working Group on Entrepreneurship Education was an outcome of the UNESCO Inter-regional Seminar on Entrepreneurship Education (Bangkok, February 2008). Under the leadership of UNESCO, the IWG aims to promote knowledge sharing, support current activities and initiate joint activities and the development of resources in the area of entrepreneurship education.



Jordan. © UNESCO/Maja Zarini

Entrepreneurship Education in the Arab States 2009-2012

In 2009, the UNESCO-UNEVOC International Centre, in close collaboration with the UNESCO Office Beirut, 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 into 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 without those systems. Component I of this activity, which was started in 2009 and will be completed in the first quarter of 2010, identifies examples of entrepreneurship education in the region and examines the status of entrepreneurship education in the education systems of four selected countries, namely Egypt, Jordan, Oman and Tunisia. The National Centre for Human Resources Development in Jordan (a UNEVOC Centre), as well as UNEVOC Centres in Oman and Tunisia, are collaborating with UNESCO in this activity.

A regional synthesis report, which includes guidelines for the successful integration of entrepreneurship education into education systems in the region, as well as the case studies, will be published in the first half of 2010. The synthesis report will be an important input for countries that aim to develop strategic plans for the incorporation of entrepreneurship education into their education systems. It will also guide the implementation of Component II of the project (2010-2012).

Developing Capacity for the Mainstreaming of Cross-Cutting Issues into the Curricula of Schools and Teacher Training Institutions in Angola 2009-2010

Developing Capacity for the Mainstreaming of Cross-Cutting Issues into the Curricula of Schools and Teacher Training Institutions in Angola is a UNESCO project that provides assistance to Angola for the reconstruction of its education system within the Capacity Building for EFA (CapEFA)⁴ initiative. Implemented by the UNESCO Windhoek Office in collaboration with the International Bureau for Education (IBE) and the UNESCO-UNEVOC International Centre, this project takes place within the

framework of UNESCO's participation in the broader United Nations Development Assistance Framework (UNDAF) joint assessment and planning exercise for Angola (2009-2013) as a means of contributing to capacity development in the realms of curriculum development and teacher education.

Building on the outcomes of the UNESCO 2006-07 CapEFA project phase one in Angola, the project focuses on cross-cutting issues in the curriculum. Education about cross-cutting issues such as peace and human rights, gender, HIV and AIDS, the environment, culture and entrepreneurship are important for the development of life- and work-relevant competencies. The project aims to reinforce the capacities of decision makers, curriculum specialists and teachers to mainstream such cross-cutting issues, especially in primary and secondary curricula for both general education and TVET. Due to its focus on competency development and transversal issues, it contributes to the implementation of the Education for All National Plan for Angola by way of enhancing quality in education and the development of relevant life skills.

UNESCO-UNEVOC supports this project as a resource agency and by providing technical assistance in the area of entrepreneurship education. In particular, it is aimed to assist the Directorate of TVET in developing a strategy and programmes for skills development for youth employability. It is also planned to set up a UNEVOC Centre in Angola in the context of this project.

On 18-24 April 2009, a UNESCO team, including a representative of UNEVOC, undertook an exploratory mission to Luanda, Angola, to assess the needs and demands of the various education stakeholders in Angola. The mission involved the launch workshop of the project and discussions with various education officials. After the mission, a comprehensive work plan for 2010, when the project will be implemented, was developed.

⁴ 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, with 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.

Information and Communication Technologies (ICTs) in TVET

Information and communication technologies (ICTs) are becoming increasingly important in education and training and have opened up new potential in learning. ICTs need to be harnessed, for example to provide more widespread access to TVET. Yet in many parts of the world, the use of ICTs in TVET is still very limited. Some of the issues that need to be addressed are capacity development, access and connectivity, as well as localization, customization and content development. The UNESCO-UNEVOC International Centre 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.

Virtual Conference on Educational Issues in Second Life / Virtual World in TVET

30 March 2008

On 30 March 2008, representatives of UNESCO-UNEVOC, Felix-Fechenbach-Berufskolleg (Germany), Saint Paul College (USA), Atlanta Technical College (USA) and other organizations participated in a virtual conference that took place on the Second Life platform.

The objectives of the meeting were to get hands-on experience of education in virtual worlds, to showcase the possibilities of the Second Life technology, and to introduce possibilities for applying virtual environments in TVET.

The conference provided good insights into the rich possibilities of the immersive Second Life platform for learning and training.

ICTs in TVET Teacher Education in China

April 2008

In April 2008, UNESCO-UNEVOC conducted a study to map issues, concerns and prospects regarding the use of new ICT applications in the area of TVET teacher education and training in China.

In this context, Zhenjiang Technology Institute of Economy (ZJTIE, a UNEVOC Centre in China), in collaboration with UNESCO-UNEVOC and the Chinese National Commission for UNESCO, organized a visit of a UNEVOC consultant to a number of ICT/TVET teacher training projects in Zhenjiang Province. The visit took place on 9-10 April 2008. The consultant gathered information about the work being undertaken in the area

of ICTs in TVET teacher education in China with special reference to best practices and innovative approaches. He also evaluated possibilities to add further advanced technologies to create excellence in skills performance. The consultant had meetings with several responsible delegates, senior education officers and specialists to discuss the needs, demands and economic relevance of the development and improvement of emerging skills in China.

The study, which after completion was submitted to the Chinese partners, details the current status quo and includes a needs analysis and recommendations for further action.

2nd and 3rd African TVET Summits at eLearning Africa

Accra, Ghana, 27 May 2008 and Dakar, Senegal, 27 May 2009



4th International Conference on ICT for Development, Education and Training
Le Meridien President, Dakar, Senegal, May 27 - 29, 2009
An Annual Event for Developing eLearning Capacities in Africa

The annual UNESCO-UNEVOC TVET Summit on Access and Inclusion: Improving TVET through ICT-based Information and Learning Solutions is a special event within the pan-African eLearning Africa conference, the largest gathering of e-learning and distance education professionals in Africa.

In 2008-2009, TVET Summits were held in Accra, Ghana (27 May 2008) and Dakar, Senegal (27 May 2009). Respectively, they brought together 150 and 100 education experts from around 80 countries in Africa and around the world, including TVET policy makers, researchers and practitioners. A large percentage of the participants came from countries in Africa. They shared experiences and discussed strategies and implementation mechanisms for the integration and sustainable use of ICTs in TVET.

Each of the Summits featured a variety of innovative TVET initiatives and projects, including:

- >> TVET telecentres;
- >> Initiatives to encourage networking and community building in TVET;
- >> Open and distance learning (ODL) / ICTs to expand and improve teaching and learning in community health nursing (CHN);



Germany. © Microsoft Germany

- >> Radio for development;
- >> Mobile learning;
- >> A cross-continent TVET map exercise;
- >> The activities of the CISCO Networking Academy;
- >> A quality certification for e-learning in capacity building; and
- >> Online knowledge sharing in the area of education for the world of work.

The Summits addressed the following questions, among others:

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

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

Microsoft Imagine Cup 2009

Düsseldorf, Munich and Berlin, Germany, March and May 2009

In 2009, UNESCO-UNEVOC supported the German national competition of the annual Microsoft Imagine Cup. Microsoft's Imagine Cup is the largest worldwide competition for IT students in secondary and tertiary education who research, brainstorm, design, and develop potential new IT solutions. Since its inception in 2002, more than 220,000 students from more than 100 countries have participated. The contest spans a year, beginning with local, regional and online contests whose winners go on to attend the global finals held in a different location every year. The Imagine Cup seeks to promote international cooperation and knowledge transfer in the field of IT and involves industry partners, agencies in international cooperation and national governments. UNESCO, as part of the UNESCO-Microsoft framework agreement, has been a partner in this international competition in past years.

In 2009-2012, the global theme of the Imagine Cup is "IT in support of the Millennium Development Goals (MDGs)". In Germany, the competition focuses on four MDGs, including education. The theme for the education MDG is "IT in support of education and training in developing countries". In 2009, the UNESCO-UNEVOC International Centre was the main partner to cover the theme of education in the German national competition.

A representative of the Centre participated in the jury at two regional competitions in Düsseldorf (24 March 2009) and Munich (26 March 2009), as well as at the final nationwide competition in Berlin (14 May 2009). The UNEVOC representative was able to give the contestants valuable input on how to further improve their software



Egypt. © ILO/M. Crozet

to even better address the challenges many developing countries are facing. This contributed not only to the students' better understanding of some of the problems that the world faces today, but also to the development of software that could contribute to more just and sustainable development.

Other organizations involved in the Imagine Cup competition were the World Wildlife Fund (WWF), Welthungerhilfe (a hunger relief agency) and Ärzte für die Dritte Welt (a physicians' organization that works in developing countries).

ICT Applications in TVET in the Commonwealth of Independent States

Minsk, Belarus, 12-13 May 2009

On 12-13 May 2009, UNESCO-UNEVOC, the UNESCO International Institute for Technologies in Education (IITE) and the Belarusian Republican Institute for Vocational Education (RIVE) co-organized a training seminar on ICT Applications in Technical and Vocational Education and Training, which was held at the Technical Vocational College, an affiliate of RIVE, in Minsk, Belarus Republic.

Around 30 specialists from Ministries of Education, heads of educational departments and directors of education institutions that are in charge of national TVET policy and programme implementation from 10 CIS countries took part in the event. The countries represented were Armenia, Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, Republic of Moldova, Russian Federation, Tajikistan, Ukraine and Uzbekistan.

The seminar addressed organizational, political, pedagogical, psychological, technical and practical aspects related to the integration of ICTs into learning processes in TVET. It aimed to build confidence among UNESCO Member States regarding the usage of ICTs in TVET and demonstrated practical solutions to building TVET communities through online services.

Issues addressed at the seminar included ICT applications in TVET, digital competencies, capacity building approaches in the area of ICTs in TVET, open and distance learning, and web-based learning approaches. The participants were also introduced to a training course entitled "ICT Application in Technical and Vocational Education and Training", which was developed by IITE in cooperation with a group of international experts.

International Seminar on Advancing TVET in Georgia through Enhancing the Use of ICTs

Tbilisi, Georgia, 7-8 September 2009



Georgia. © UNESCO/Maja Zarini

This seminar was organized by the UNESCO-UNEVOC International Centre in collaboration with the Information Technologies Vocational Education and Training Centre (ITVET, UNEVOC Centre in Georgia), with support of the Ministry of Education and Sciences of Georgia. It aimed at guiding TVET institutions in Georgia in the preparation and development of strategies to enhance the use of ICTs for active learning in TVET. The 26 participants at the meeting included the Georgian Deputy Minister of Education for TVET, representatives of ITVET, directors of TVET institutions from the different parts of Georgia, representatives of the UNEVOC Centres of the University of Tampere, Research Centre for Vocational Education (Finland) and the German Federal Institute for Vocational Training, representatives from InWEnt – Capacity Building International and CISCO Networking Academy, as well as a Dutch expert in the area of ICTs in TVET and a staff member of UNESCO-UNEVOC.

Key issues addressed at the seminar included:

- >> New teaching and learning techniques through the use of ICTs;
- >> New teaching and learning resources for use in institutional and workplace settings through the use of ICTs;

- >> Linking curriculum, instruction and assessment through the use of ICTs; and
- >> Infrastructure support for ICTs in TVET.

Good and innovative practices and experiences from various countries as well as from Georgia were shared, the participants were introduced to useful information sources, and national strategies for enhancing TVET through the use of ICTs were initiated, as was further follow up and cooperation between the Georgian UNEVOC Centre and the German and Finnish UNEVOC Centres that were present at the seminar. The UNESCO-UNEVOC representative introduced the Centre's work in the area of ICTs in TVET to the seminar participants and supported the discussions about follow-up activities within the UNEVOC Network.

Challenges of TVET in Arab Countries – Innovation through E-Learning

Amman, Jordan, 12-13 October 2009

Around 135 experts from 21 countries (Algeria, Austria, Republic of the Congo, Egypt, Gambia, Ghana, Germany, Italy, Jordan, Kenya, Latvia, Lebanon, Morocco, the Palestinian Territories, Russia, Saudi Arabia, Syria, Tunisia, United Arab Emirates and Yemen) participated in this conference, which was organized by InWEnt – Capacity Building International, together with the European Training Foundation (ETF), UNESCO-UNEVOC and partner organizations from Egypt (Productivity and Vocational Training Department)

and Jordan (Vocational Training Corporation). The conference addressed various issues concerning the implementation of e-learning in TVET in the Arab States, including e-didactics, open source software and teacher training. It was also a starting point for expanding cross-links and deepening relationships among institutions and individuals active in this field in the region. A representative of UNESCO-UNEVOC presented about knowledge sharing and collaboration in TVET through the UNEVOC online services.



Jordan. © InWEnt – Capacity Building International

Adult Education

Sixth International Conference on Adult Education (CONFINTEA VI)

Belém, Brazil, 1-4 December 2009

InWEnt – Capacity Building International, UNESCO-UNEVOC and the UNESCO Institute for Lifelong Learning (UIL) jointly organized a workshop on Financial and Economic Crisis – Labour Market Impacts, Vulnerabilities and Policy Responses: Challenges for Adult Education, Skills Development and Lifelong Learning in a Changing World of Work at the Sixth International Conference on Adult Education (CONFINTEA VI).

Approximately 80 education specialists from around the world participated in the workshop, which had the overall purpose of fostering dialogue on issues related to adult/lifelong learning and the world of work. The more specific objectives were to provide an evidence-based

diagnosis of the challenges facing the world of work; discuss national responses to the current financial and economic crisis; and evaluate national case studies in terms of appropriate skills development strategies and institutional changes that may be necessary to improve the connections between adult learning and labour market initiatives in the context of the global crisis.

The presentation of case studies and good practices from Brazil, Denmark, Egypt and India provided substantial information on activities in the areas of policy and frameworks, adult education and association life, recognition of prior learning and dialogue and cooperation with stakeholders. The good practices fuelled the discussions at the workshop, which resulted in the identification of a number of needs and recommendations.

CONFINTEA VI, hosted by the Government of Brazil in Belém from 1–4 December 2009, provided an important platform for policy dialogue and advocacy on adult learning and non-formal education at the global level. The conference brought together around 1500

participants from 156 UNESCO Member States, United Nations agencies, multi- and bi-lateral cooperation agencies, organizations from civil society, the private sector and learners from all world regions.

Inclusive Education

Inclusive Education: from Policy Dialogue to Collaborative Action

Riga, Latvia, 24–26 February 2008

UNESCO-UNEVOC hosted a workshop on Different Learner Needs and Learning Styles and How to Address them Meaningfully at the Regional Preparatory Conference for Europe and North America for the 48th session of the International Conference on Education (ICE). The regional conference was held in Riga, Latvia, on 24–26 February 2008 and brought together around 190 policy makers, representatives of international organizations and education practitioners from 32 countries. The topic of the conference was "Inclusive Education: from Policy Dialogue to Collaborative Action".

Education that is inclusive takes into account the learning needs of all individuals, including those who are vulnerable to marginalization and exclusion. This is a crucial aspect of UNESCO's EFA campaign. The conference in Riga included expert and country presentations and two roundtable discussions with representatives of Ministries of Education from the European and North American region on inclusive

education policies and practices, as well as four simultaneous workshops on Inclusive Education: Conceptual and Practical Issues. The panellists at the UNESCO-UNEVOC workshop included representatives from the Institute of Education of the University of London, the Finnish National Board of Education and the Riga Teacher Training and Education Management Academy (Latvia).

The outcomes of the conference in Latvia served as input to the ICE in Geneva in November 2008. The ICE is a major international forum for education policy dialogue among Ministers of Education and other stakeholders, such as researchers, practitioners, representatives of intergovernmental organizations and civil society. At its 48th session, the Ministers of Education, heads of delegation and delegates from 153 UNESCO Member States developed recommendations to the Member States for an inclusive education approach in the design, implementation, monitoring and assessment of educational policies as a way to further accelerate the attainment of EFA goals as well as to contribute to building more inclusive societies.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Involving the three spheres of environment, society and economy, education for sustainable development (ESD) can assist people understand and address the issues that affect the sustainability of communities and nations. In the area of TVET, it is essential that quality TVET systems and programmes integrate the principles, values and practices of sustainable development and impart skills to learners that assist them in coping with today's challenges and in finding solutions.

Integrating elements of sustainability into TVET is a long-standing UNESCO concern. UNESCO's Revised Recommendation Concerning Technical and Vocational Education (2001) took into account the notion of sustainable development, recommending that TVET should contribute to the achievement of the societal goals of democratic, social and cultural development (as well as the traditional emphasis on economic development); lead to a broad and, when necessary, critical understanding of science and technology; and empower people to contribute to environmentally sound sustainable development through their occupations and other areas of their lives. These concepts are crucial to aligning TVET with the tenets of sustainable development, and they framed discussions at the October 2004 International Experts Meeting on Learning for Work, Citizenship and Sustainability. This meeting, together with the declaration that resulted from it, deliberately addressed these forward-looking concepts in light of the then upcoming United Nations Decade of Education for Sustainable Development (DESD).

The DESD spans from 2005 to 2014 with UNESCO as the lead agency. The Decade has catalysed efforts to integrate sustainable development-focused objectives, themes, strategies and operating procedure into education policies, programmes and practices. To guide the international coordination of the DESD, UNESCO developed an action plan with 9 thematic programme areas. Thematic Programme 3 focuses on Integrating ESD into TVET. Spanning the five biennia of the DESD, a draft set of goals, activities and milestones were developed. Since 2005, the UNESCO-UNEVOC International Centre has undertaken a number of activities in the context of the DESD, particularly in the following programme areas:

- >> TVET teacher education;
- >> Public Private Partnership;
- >> Promoting and dissemination of research and innovative practices;
- >> Capacity building for skills improvement and enhanced employability;

- >> Access to ESD information in relation to TVET; and
- >> Strengthening the Global UNEVOC Networks.

In 2008-2009, the Centre carried out the following activities:

Developing Innovative Approaches to Education for Sustainable Development: Curriculum Reform in TVET in China

2007-2009



China. © ZJTIE

The research project entitled Developing Innovative Approaches to Education for Sustainable Development: Curriculum Reform in TVET in China facilitated curriculum reform in the TVET sector in China through the development of contextually-based, innovative approaches towards teaching and learning of issues relevant for sustainable development.

The project, which was initiated in 2007 and completed at the end of 2009, involved and was co-financed by the UNESCO-UNEVOC International Centre, Griffith University (a UNEVOC Centre in Australia), Zhenjiang Technology Institute of Economy (a UNEVOC Centre in China) and 10 higher vocational education institutes from various regions in China.

The project identified sustainability concepts and activities across 27 TVET programmes and subjects, namely: accounting, agriculture, architecture, arts, automatization, biological science, chemical engineering, commerce, electronics, environmental protection, finance, food biochemistry, forestry, franchising, indoor-decoration, industrial design, international trade, irrigation, IT, logistics, machinery, management, materials management, printing, secretary studies and tourism.

The ESD content and new teaching methods that emerged from the research can be incorporated into TVET programmes to develop learners' capacity to understand socially and environmentally significant issues for improving the quality of life and to apply concepts of sustainable development. The research methodology allowed for a conceptualization of students' attitudes



Mongolia. © UNESCO/Michel Setboun

towards sustainable development in the context of their current studies and future employment, and the main pedagogical issues within this learning could be identified. The analysis of the data collected and the end results of the research will be published and distributed to UNEVOC Network members and other entities in the UNESCO Member States.

Herders' Education in Mongolia 2007-2009

In 2008-2009, UNEVOC continued its collaboration with the Mongolian UNEVOC Centre in support of a project to develop training materials and a training plan for young herders in Mongolia. The project involved reviewing and updating existing learning materials and exploring approaches to ecological problems, health matters and farming issues faced by Mongolian herders. The project added value to the Mongolian government's effort to establish "Herders Schools", through which important new knowledge, skills and understanding are transferred to the young generation of herders and into the national TVET system.

In the context of this project, three handbooks for training herders were developed and published with inputs from Mongolian experts in ecology, health, farming and herding at the end of 2009. The handbooks

facilitate the acquisition of new skills, especially entrepreneurial skills and skills that support sustainability of the herders' lifestyle. Through partnerships with the National Commission for UNESCO and the Mongolian Social Welfare and Labour Service Agencies, the books were distributed in 3 Western provinces of Mongolia.

Skills Development for the Water and Sanitation Sector

2008 and 2009

Following meetings in a bid to contribute to raising awareness about the importance of water issues in UNESCO Member States, a project proposal was developed to address the lack of adequately trained technicians and other occupations and trades in the water and sanitation industries in Vietnam. The proposal is entitled Poverty Alleviation in Urban and Rural Areas of Vietnam: Capacity and Skills Development in the Water Supply and Sanitation Sector.

The experience gained during the needs analysis phase of the development of the project proposal was shared at two international meetings in 2008 and 2009: the International Workshop on Drinking Water Loss Reduction: Developing Capacity for Applying Solutions, Bonn, Germany, 3-5 September 2008 and a workshop on Education for Water Sustainability: Where Decades Meet at the UNESCO World Conference on Education for

Sustainable Development, Bonn, Germany, 31 March – 2 April 2009.

International Roundtable on the Changing World of Work: The Return of TVET to the International Development Agenda?

Bonn, Germany, 27–28 August 2008

The International Roundtable on the Changing World of Work: The Return of TVET to the International Development Agenda was jointly organized by UNESCO-UNEVOC, InWent – Capacity Building International and the Colombo Plan Staff College. It brought together 57 country representatives, policy makers and TVET experts in the field from Afghanistan, Bangladesh, Brunei Darussalam, China, Cyprus, France, Germany, Great Britain, Indonesia, Italy, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Netherlands, Norway, Papua New Guinea, Pakistan, Philippines, Republic of Korea, Romania, Thailand, Uruguay and Vietnam to explore the extent to which the "Return of TVET" is occurring, how TVET is integrated into national development strategies, what recent TVET reforms are promising and what challenges lie ahead.

The Roundtable took place in the context of integrating ESD into TVET and pulled together the results of various UNEVOC activities as well as efforts from partner agencies that examined the issue of TVET and sustainable development.

Consultative Seminar on the Decade of Education for Sustainable Development (DESD)

Windhoek, Namibia, 24–25 November 2008

UNESCO-UNEVOC contributed to the Consultative Seminar on the Decade of Education for Sustainable Development (DESD), which took place in Windhoek, Namibia, on 24–25 November 2008. The seminar enabled education stakeholders to share their views on the relevance of ESD-related issues in the SADC region; identify principles to guide UNESCO's future work in the area of ESD in collaboration with a wide range of national and international experts, policy makers, and practitioners from the region; and develop strategies and instruments in support of ESD within the Southern African Development Community (SADC) region. The role of UNEVOC at the seminar was to support the establishment of an agenda for the implementation of ESD in the context of TVET.

6th International Congress of Quality Management in Education and Training Systems (cimquusef' 2009)

Rabat, Morocco, 16–18 December 2008

The UNESCO-UNEVOC International Centre provided various kinds of support, including technical advice and funding, to the organization of the 6th International Congress of Quality Management in Education and Training Systems (cimquusef' 2009). The congress, which was organized by the Association Marocaine pour l'Amélioration de la Qualité de l'Enseignement (AMAQUEN), took place in Rabat, Morocco, on 16–18 December 2008. It was hosted by the Ecole Normale Supérieure de l'Enseignement Technique (ENSET), a long-standing UNEVOC Centre in Morocco. The congress brought together representatives of Ministries responsible for TVET, TVET administrators, teachers, students, academics and industry professionals to discuss issues regarding the design and evaluation of quality TVET programmes with reference to sustainable development.

The number of participants ranged from 40 to 100 from various countries in Africa, the Middle East, the Asia-Pacific region and Europe. A notable number of the participants was associated with UNEVOC Centres in their countries.

The aims of the Congress were to:

- >> Enable experts and researchers to be informed about practices to improve the quality of TVET;
- >> Offer an international platform to share knowledge and experiences relating to the quality of TVET;
- >> Open opportunities to form partnerships among the participants;
- >> Take stock of the progress in the application of the International Implementation Scheme of the UN Decade of Education for Sustainable Development; and
- >> Diffuse good practices as they relate to education for sustainable development in the field of the TVET.

A UNESCO-UNEVOC representative participated in the congress and performed various tasks, including delivering statements at the opening and closing ceremonies, chairing sessions, contributing to the deliberations at the congress, and conducting a UNEVOC roundtable on strengthening the UNEVOC Network in the Arab States. The congress provided an international forum at which UNESCO and UNESCO-UNEVOC messages could well be propagated.



Germany. © UNESCO/Maja Zarini

World Conference on Education for Sustainable Development – Moving into the Second Half of the UN Decade

Bonn, Germany, 31 March to 2 April 2009

The UNESCO-UNEVOC International Centre co-organized, with InWent – Capacity Building International and the German Federal Institute of Vocational Training (BIBB), a workshop at the World Conference on Education for Sustainable Development – Moving into the Second Half of the UN Decade. Twenty-five TVET experts participated in the workshop, which was entitled Developing Skills and Labour Force Competencies including TVET in Support of Sustainable Development. The workshop provided an opportunity for UNEVOC, its partners and conference participants to report on ways in which the DESD has supported the integration of ESD-related content into TVET policies, programmes and practices. Through the sharing of experiences, lessons of leading practice were identified, networks built, and suggestions developed for the upcoming five years of the DESD.

The World Conference on Education for Sustainable Development took place in Bonn, Germany, from 31 March to 2 April 2009 and was organized by UNESCO and the German Federal Ministry of Education and Research, in cooperation with the German National Commission for UNESCO. It brought together around 900 participants – including 48 ministers or deputy ministers – as well as 250 visitors from across the world. The participants included representatives of Ministries of Education and education stakeholders, as well as experts from around the world.

The conference highlighted the relevance of ESD to all of education; promoted international exchange on ESD, especially between the North and the South; carried out a stock-take of the implementation of the Decade; and developed strategies for the way ahead.

International Conference on Vocational Training and Education for Sustainable Development

Minsk, Belarus, 14-16 May 2009

The UNESCO-UNEVOC International Centre organized a UNEVOC working session on re-examining the role of the UNEVOC Network in the Commonwealth of Independent States (CIS) member states at the International Conference on Vocational Training and Education for Sustainable Development (Minsk, Belarus, 14-16 May 2009). The conference was a follow up to the Bonn World Conference on ESD (31 March - 2 April 2009) and the International Forum Education for Sustainable Development: On the Way to the Knowledge Society (Minsk, 5-6 April 2005). Parallel to the International Conference, the XVI Conference of the CIS Ministers of Education (Minsk, 14-15 May 2009) took place. Participation in the Conference of the Ministers of Education strengthened cooperation between UNESCO and the CIS in the sphere of TVET and ESD development within the CIS.

During the UNEVOC Network working session, the following issues were raised:

- >> The importance of redefining the role of UNEVOC Centres in the CIS;
- >> The importance of UNEVOC Network collaboration in the CIS and the Network's involvement in strengthening TVET for productive employment and better citizenship that aim for sustainable development; and
- >> The importance of attaining support from Ministries as well as UNESCO for the effective functioning of the Centres in the region.

Representatives of UNEVOC Centres from Armenia, Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, Moldova, Russia and Ukraine participated in the session. They:

- >> Mapped the scope and contribution of CIS UNEVOC Centres to TVET and ESD and to develop a framework;
- >> Identified and articulated the issues arising from the CIS UNEVOC Network in strengthening the contribution of TVET and ESD;
- >> Identified, conceptualized and articulated approaches to strengthening the contribution of the UNEVOC Network to ESD and TVET development in

- CIS in the light of the new UNESCO TVET strategy;
- >> Developed an agenda and action plan for CIS UNEVOC Centres' contribution to the DESD; and
 - >> Advised the UNESCO-UNEVOC International Centre in Bonn on how the Centre and the Network in the CIS can contribute to that agenda and action plan.

Conclusions were drawn regarding the best way to move ahead in the future with particular reference to promoting partnerships between the CIS UNEVOC Network members, Ministries and UNESCO Field Offices.

Curriculum Development in TVET: Meeting the Demands of Business and Industry

Bandar Sri Begawan, Brunei Darussalam, 15-27 June 2009

This training programme, which was jointly organized by SEAMEO VOCTECH and UNESCO-UNEVOC, stressed the importance of integrating ESD issues into TVET curricula. The programme covered issues related to industry-based curriculum development and industry needs assessments and tools development.

Twenty education policy makers and practitioners from 10 countries in Southeast Asia (Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam) participated in the programme. They were trained to carry out the following tasks:

- >> Analyze the conditions of and trends in existing TVET curricula in the Southeast Asian region;
- >> Explain the different processes of how to conduct industry-based curriculum development;

- >> Identify the needs of business and industry in terms of work-related competencies/skills to be acquired by the labour force;
- >> Conduct task/job analyses;
- >> Develop performance standards;
- >> Design sample curricula; and
- >> Develop a plan of action for implementation in their respective workplaces.

Re-orienting TVET Policy towards Education for Sustainable Development: A Building Block of Education for All

Berlin, Germany, 26-28 August 2009

This international experts meeting was jointly organized by the UNESCO-UNEVOC International Centre, InWEnt – Capacity Building International and the Colombo Plan Staff College for Technician Education (CPSC).

Building on the results of the March 2009 UNESCO World Conference on Education for Sustainable Development – Moving into the Second Half of the UN Decade, the meeting focused on the following ESD concerns:

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

The 13 participants were senior-level government officials and education officers from the Asia-Pacific Region (namely Bangladesh, Fiji Islands, India, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Sri Lanka and Thailand). Through this experts meeting, participants gained an increased understanding of the importance of TVET for ESD in line with the goals of the Education for All (EFA) campaign and learned about lessons from leading practices in ESD. They also developed plans for further advancing TVET for sustainable development in Asia.



Brunei Darussalam. © SEAMEO VOCTECH

Regional Seminar on TVET Teacher Education for Sustainable Development

Ho Chi Minh City, Vietnam, 5-7 October 2009

The UNESCO-UNEVOC International Centre worked with RMIT University (a UNEVOC Centre in Australia) and the Colombo Plan Staff College for Technician Education (CPSC) to organize a seminar on TVET Teacher Education for Sustainable Development in Ho Chi Minh City, Vietnam, on 5-7 October 2009. The 24 TVET experts that participated in the seminar came from institutions in Australia, Bangladesh, China, India, Indonesia, Japan, Republic of Korea, Malaysia, Philippines, Sri Lanka, Thailand and Vietnam.

The objectives of the seminar were to:

- >> Map contemporary issues of sustainable development for inclusion in TVET teacher education programmes;
- >> Identify current and new approaches to TVET teacher education that address such issues, especially in relation to globalization (e.g. international workforce mobility, the global financial crisis, etc.) and climate change (e.g. energy efficiency, the ILO Green Jobs Initiative, etc.);
- >> Elaborate strategies for strengthening the contribution of TVET teacher education programmes around such issues; and
- >> Advise the UNESCO-UNEVOC International Centre on future regional activities to support TVET teacher education for sustainable development.

The seminar built the capacity of mid-career professionals and raised new ideas for integration into the participants' home country systems and programmes. It provided the participants with information for reorienting TVET teacher education curricula and practices to address sustainable development issues. Recommendations to UNESCO-UNEVOC and partners for supporting countries and institutions in enhancing the contribution of TVET teacher education to contemporary issues were also developed.

Sub-regional Workshop on Developing Capacity of TVET Teacher Educators

Hanoi, Vietnam, 19-21 November 2009

The Sub-regional Workshop Developing Capacity of TVET Teacher Educators was held in Hanoi, Vietnam, on 19-21 November 2009. It was organized by InWEnt – Capacity Building International, Germany, in partnership with the UNESCO-UNEVOC International Centre and the UNESCO Office in Hanoi, and supported by the Department of Vocational Education and Training of the Ministry of Education and Training (MOET) of Vietnam and the Vocational Training Department of the Ministry of Labour, Invalids and Social Affairs (MOILSA) of Vietnam.

The workshop served as a capacity-building activity for stakeholders in TVET teacher education and as a platform to identify the role of TVET teacher educators in preparing and widening the scope and scale of TVET teachers/trainers in support of the achievement of EFA, ESD and the MDGs. In particular, the workshop addressed ways to improve the quality of TVET teacher training to contribute to sustainable development and to investigate innovations at the policy, system and curriculum levels.

The 37 participants at the workshop represented Ministries, colleges, vocational training authorities and TVET teacher training institutions from China, Indonesia, Republic of Korea, Lao PDR, Thailand and Vietnam. In addition, representatives of regional organizations such as the Colombo Plan Staff College (CPSC), the Asian Development Bank (ADB) and the Association of South East Asian Nations (ASEAN) Secretariat participated in the workshop.



Sudan. © World Bank/Arne Hoel



Vietnam. © InWent - Capacity Building International

Key issues explored at the workshop included:

- >> International tendencies in TVET teacher education;
- >> Approaches to support TVET teacher education through international cooperation;
- >> The role of TVET teacher education in the development of national and regional qualification frameworks and/or standards; and
- >> TVET teacher education in the context of regional human resource development strategies and sustainable economic development.

Two areas were identified as crucial for coordinated, regional follow up to the workshop, namely:

- >> The development of standards for TVET teacher education/harmonized TVET teacher education frameworks; and
- >> Continuing TVET teacher education, particularly in the following areas: practical skills to meet the demands of industry and economy; pedagogical skills; didactics, teaching and learning methods; and teaching and learning media.

INTERNATIONAL COLLABORATION

Partnership is 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 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 collaborates include national, bilateral and regional bodies such as German Technical Cooperation (GTZ, Germany), the Colombo Plan Staff College (CPSC, Philippines), the Association for the Development of Education in Africa (ADEA), the National Centre for Vocational Education Research (NCVER, Australia), InWEnt – Capacity Building International (Germany), the Southern African Development Community (SADC) and the Southeast Asian Ministers of Education Organisation Regional Centre for Vocational and Technical Education and Training (SEAMEO VOTTECH, Brunei).

Most of UNESCO-UNEVOC's activities in 2008–2009 were implemented in collaboration with key partners within UNESCO, the UNEVOC Network and/or other national, regional and international organizations.

In order to promote international collaboration, the UNESCO-UNEVOC International Centre sometimes contributes to endeavours of other entities. In this regard, the Centre took part in the following activities in 2008–2009:

>> Two workshops organized jointly by the Organisation internationale de la Francophonie (OIF) and the Agence tunisienne de coopération technique (ATCT), in collaboration with the Ministry of Education and Training of the Republic of Tunisia. The workshops,

which focused on TVET financing and competency-based approaches, took place in Tunis, Tunisia, in November 2009. UNESCO-UNEVOC participated in these events to promote collaboration with French-speaking countries. A UNEVOC representative presented about the Centre's work in the area of knowledge sharing and collaboration in TVET and explored areas for collaboration. Each workshop was attended by around 70 representatives of Ministries in charge of TVET from over 20 francophone countries worldwide, as well as by donor agencies and TVET implementing bodies.

>> The collaborative process to develop a new strategy to guide UNESCO's work in relation to TVET in the upcoming three biennia (2010–2015). The Centre supported this activity by hosting the International Expert Consultation Meeting on Technical and Vocational Education at its premises in Bonn in January 2009. The meeting, which was organized by UNESCO Headquarters and the German Federal Ministry of Education and Research, brought together fifty-seven TVET experts from international organizations, UNESCO entities, UNESCO Member States from around the world, as well as independent experts. The participants at the meeting in Bonn discussed issues such as the importance of TVET within UNESCO's mandate; UNESCO's strengths and assets in the area of TVET; and the contribution the organization can make to strengthening the institutional and policy environment for TVET provision in UNESCO Member States. Issues of particular relevance to specific Member States were also showcased. The new TVET strategy was approved by UNESCO's General Conference in October 2009.

In the area of the UNEVOC online networks and services, the work of the Centre in 2008–2009 was supported intellectually by organizations from the corporate sector. BusinessTales N.V. (a Dutch media production company), Cap Gemini N.V. (a consulting company), Cisco Networking Academy and GloCorp N.V. (a Dutch consulting company) held brainstorming sessions with the UNEVOC online services team. They provided input about new possibilities for online networking and advised the Centre on the possibilities of Web 2.0 and UNEVOC's plans for expanding its online services. They also gave feedback on the various building blocks UNEVOC developed to expand its online services.

PUBLICATIONS AND INFORMATION PROGRAMME

UNESCO-UNEVOC is concerned with contributing to the international debate on key aspects of education for the world of work worldwide. 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 modified appropriately. Through access to information,

countries can learn from each other. The UNESCO-UNEVOC International Centre facilitates the exchange of information, knowledge and experience between UNESCO Member States by publishing high-quality publications and offering comprehensive information about the Centre's work on its website.

Publications

UNESCO-UNEVOC's International Library of Technical and Vocational Education and Training ranges from books and case studies to proceedings of conferences, seminars and workshops. In 2008–2009, the elements of the publications programme were:

- >> Handbooks of Technical and Vocational Education and Training;
- >> Case Studies of Technical and Vocational Education and Training in Selected Countries;
- >> The TVET Best Practice Clearinghouse;
- >> The Book Series " Technical and Vocational Education and Training: Issues, Concerns and Prospects" ;
- >> Discussion Papers;
- >> Stand-alone UNEVOC publications; and
- >> Meeting Reports

The audience for the publications includes TVET policy makers, administrators, planners, researchers, teachers/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.

All titles are generally published in English and sometimes also in Arabic, Chinese, French or Spanish. Other languages are used in specific circumstances.

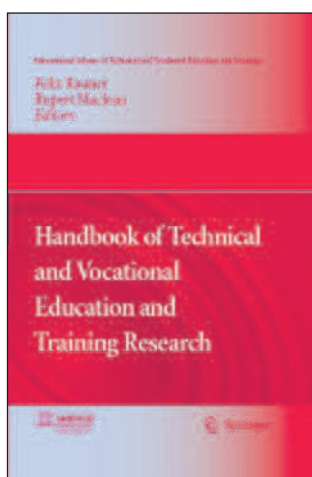
Given the rapid expansion of technology, efficient forms of communication and distribution are employed. Many publications are free of charge and can be accessed and downloaded at www.unevoc.unesco.org/publications.

Handbooks of Technical and Vocational Education and Training

In 2008–2009, UNESCO-UNEVOC published two International Handbooks on TVET. The Handbooks showcase good practices and innovative approaches to skills development for employability and seek to create an effective bridge between research, policy and practice. They are published by Springer Science+Business Media.

Handbook of Technical and Vocational Education and Training Research

Felix Rauner, Rupert Maclean (Eds.). English



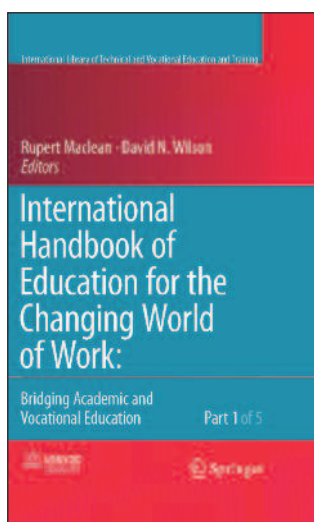
TVET research has become a recognized and well-defined area of interdisciplinary research. The Handbook of Technical and Vocational Education and Training Research is a handbook that specifically concentrates on research and research methods in TVET.

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

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

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

Rupert Maclean and David N. Wilson (Eds.), Associate Editor: Chris Chinien. English



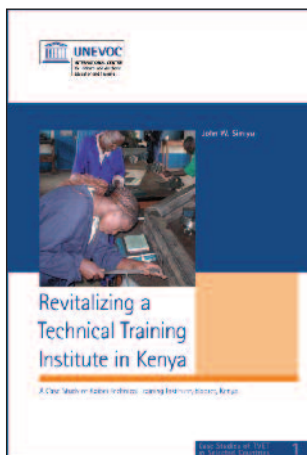
This 6-volume handbook is a reference tool that provides information on TVET models from all over the world and includes reflections on good and innovative practice as well as case studies. The handbook aims to address the various developments that have occurred in TVET and provide pointers to improvements in the field. It is particularly relevant today as TVET faces major structural changes posed

by the move towards the knowledge-based economy ushered in by new information and communication technologies. Traditional occupations and apprenticeships are affected as the boundaries between manual and mental work fade, and the rapid changes in the globalized economy make the life-long acquisition of skills relevant to the labour market essential for all.

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

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

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



Knowledge about innovative ideas or long-standing 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 to be shared by the organization that carries them out. Through the ongoing UNEVOC

publications project Series of Case Studies of Technical and Vocational Education and Training in Selected Countries, UNESCO-UNEVOC supports and encourages stakeholders from UNEVOC Network member institutions to write case studies about good practices and models. The series provides in-depth information about issues of specific importance in the TVET systems of selected countries and regions. It aims to describe existing approaches to addressing TVET issues that work and that can serve as exemplars in other contexts. By sharing this information, progress in reorienting education and training systems can be achieved.

In 2009, one case study was completed and published. The case study is:

Revitalizing a Technical Training Institute in Kenya. A Case Study of Kaiboi Technical Training Institute, Eldoret
John W. Simiyu. English

In 2010, UNESCO-UNEVOC will publish a number of case studies that were collected in 2009. They include:

- >> Five studies about effective models of integrating education for sustainable development (ESD) into TVET in the Eastern and Southern Africa sub-regions, namely from Botswana, Kenya, Malawi, Mauritius and Zambia;
- >> Three studies from Thailand about involving stakeholders in capacity-building activities in TVET, integrating ESD into TVET programmes and curricula, and increasing the participation of women in male-dominated TVET subjects; and
- >> One study from the Philippines about increasing the participation of women in male-dominated TVET subjects.

TVET Best Practice Clearinghouse

At UNEVOC conferences in 2008-2009 in Maputo, Mozambique, and Mbabane, Swaziland, concerns were raised regarding the paucity of best practices in TVET, especially in the African region. There was a general consensus among the participants regarding the urgent need to make best practices available and accessible to all in TVET, and a unanimous agreement regarding the need to encourage UNEVOC Centres to contribute to the identification of best practices.

In 2009, the UNESCO-UNEVOC International Centre decided to fill that information gap by launching a project designed to set up a TVET Best Practice Clearinghouse (TVET-BPC).

The clearinghouse will harness, document and evaluate best practices with the aim of supporting the UNEVOC Network and key stakeholders. The first best practices in the clearinghouse will be published online and in print format in 2010.

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 best and innovative practice, explores controversial issues and uses case studies as examples.

Topics covered in the Book Series so far 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 2008-2009:

Work, Learning and Sustainable Development. Opportunities and Challenges (Vol. 8)
John Fien, Rupert Maclean, Man-Gon Park (Eds.). English

Rethinking Work and Learning. Adult and Vocational Education for Social Sustainability (Vol. 9)
Peter Willis, Stephen McKenzie, Roger Harris (Eds.). English

Technology and Vocational Education for Sustainable Development (Vol. 10)
Margarita Pavlova. English

Discussion Papers



The UNESCO-UNEVOC Discussion Papers facilitate the dissemination of research and innovative ideas in TVET. They aim to stimulate debate about TVET issues and promote the field. Topics covered in the papers published include orienting TVET for sustainable development, establishing national qualifications systems and analysing statistical data on access to formal TVET worldwide. Most of the Discussion Papers are published by UNESCO-UNEVOC in collaboration with partner institutions.

Titles published in 2008-2009 in print and/or electronic format:

The Changing Status of Vocational Higher Education in Contemporary Japan and the Republic Korea
Roger Goodman, Sachi Hatakenaka, Terri Kim. English

Linking Vocational Training with the Enterprises – Asian Perspectives

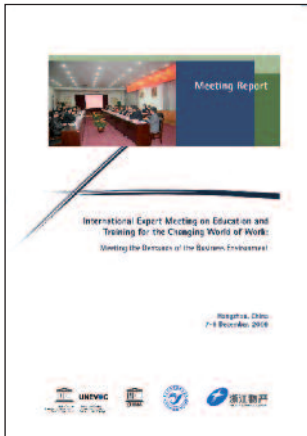
Chana Kasipar, Mac Van Tien, Se-Yung LIM, Pham Le Phuong, Phung Quang Huy, Alexander Schnarr, Wu Quanquan, Xu Ying, Frank Bünning. English

Participation aux programmes formels d'enseignement et de formation techniques et professionnels au niveau mondial. Etude statistique préliminaire
Translation prepared by UNESCO Breda. French

VET and the Labour Market – A Comparative Analysis of China and Germany
Alexander Schnarr, Sun Yang, Kai Gleißner. English

Why Do German Companies Invest in Apprenticeships? The "Dual System" Revisited
Klaus Schaack. English

Meeting Reports



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

Mainstreaming HIV/AIDS education in TVET. Report on the study visit between Botswana and Zambia on the mainstreaming of HIV & AIDS in TVET institutions
Prepared by Botswana Training Authority (Botswana), and Ministry of Science, Technology and Vocational Training (Zambia). English

UNESCO-UNEVOC in Action: Report on Activities 2006-2007
English

UNEVOC Network Directory
English

Three handbooks for training Mongolian herders, published in Mongolian:

Herders Health
Chimeddambiin Oyun, R. Erdenetuya, Ph.D

Environmental Pollution
Sh. Purevsuren, Ph.D

Farmer Cultivator
J. Zolzaya

Stand-alone UNESCO-UNEVOC Publications

In addition to the publications series, UNESCO-UNEVOC publishes stand-alone publications. In 2008-2009, these included:

UNESCO-UNEVOC Bulletin and Forum

The UNESCO-UNEVOC Bulletin is the 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 other agencies engaged in TVET to report on their work. The UNEVOC Forum is a longer article on a key issue, concern or prospect regarding TVET. Researchers, policy makers and practitioners from around the world are invited to contribute their views in the Forum. In 2008-2009, the Forum was distributed alongside the Bulletin, but it is also available separately.

In 2008, UNESCO-UNEVOC produced one issue of the Bulletin and three editions of the Forum. The Bulletin and the Forums were published in print and electronic format in Arabic, Chinese, English, French, Portuguese, Russian and Spanish. Approximately 4000 copies of the Bulletin and Forum were distributed in English, 1600 copies in French, 500 in Arabic, 900 in Chinese, and 700 in Spanish.

Since 2009, the Bulletin as well as the Forum are only published electronically, and two issues of the Bulletin and one issue of the Forum were distributed in the various languages via email that year.

UNESCO-UNEVOC Bulletin 16 (en) Online-Version
http://www.unevoc.unesco.org/bulletin/bullnews.php?bull=16en

UNESCO-UNEVOC | Bulletin 16 | 31 October 2009 | Contact

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

UNESCO-UNEVOC Bulletin 16
Bulletin 16
Bulletin 16
Bulletin 16

Get the -> full-text version here! English | Français | Español

Editorial

The UNEVOC Network

UNEVOC e-Forum

TVETipedia

Curriculum and Skills Development

Entrepreneurship Education

ICTs in TVET

TVET and ESD

Public-Private Partnership (PPP)

New Publications

Inside UNESCO-UNEVOC

UNESCO-UNEVOC Bulletin 16

Editorial

Welcome to the 2nd online issue of the UNESCO-UNEVOC Bulletin. We have received a lot of positive feedback on the new format and would like to thank all of those who have contacted us with their valuable comments and suggestions. ([more](#))

The UNEVOC Network

News from UNEVOC Network Members

► **Ethiopia: Non-Formal Training Bakes Bread for Desperate Youth**
Young Ethiopians Self-Sufficiency Enhancement and Re-education Association (YESSERA) is an NGO whose vision is to empower Ethiopian youth to transcend their limitations and realize their dreams through acquiring skills that serve the communities they live in. ([more](#))

► **Fiji: Making of an Indo-Fijian Anthology**
Shifting Location (2009) is an anthology of writing by Indo-Fijian writers on the subject of moving from one's homeland and establishing roots in a new location. ([more](#))

► **Kenya: Promoting Good Practice in TVET**
In the recent past, two UNEVOC conferences have been held in Africa: the "UNESCO-UNEVOC Sub-Regional Seminar: Sharing of Best Practices and Innovative Solutions" (Mbabane, Swaziland, September 2008) and the conference/seminar "Defining TVET in Southern and Eastern Africa"

Website

An important complement to UNESCO-UNEVOC's publications programme, and another means through which the Centre facilitates access to information, is the Internet. Information about all of UNESCO-UNEVOC's work, including its activities and publications, is available on the Centre's website.

UNESCO-UNEVOC has been online since 1996. In recent years, utilization of the Internet has rapidly increased around the world, and the World Wide Web is one of the main means of the Centre to disseminate announcements, materials and references throughout the UNEVOC Network and the wider TVET community worldwide. The UNEVOC website provides information and resources on the Centre's programmes and activities:

- >> The UNEVOC Network (including a searchable directory and world map of all UNEVOC Centres);
- >> The UNESCO-UNEVOC publications (including a publications database);
- >> Forthcoming and past TVET events from around the world;
- >> UNEVOC news (and an archive of those news);
- >> The UNESCO-UNEVOC e-Forum; and
- >> Partners and related information on the World Wide Web.

Users can subscribe to the news and events via RSS-feeds.

The screenshot displays the UNESCO-UNEVOC website interface. At the top, there is a navigation bar with links to various sections: UNESCO.org, Education, Natural Sciences, Social & Human Sciences, Culture, and Communication & Information. Below this is the UNEVOC logo and the full name of the organization: 'United Nations Educational, Scientific and Cultural Organization - International Centre for Technical and Vocational Education and Training'. A search bar is located below the logo, with options for 'Text', 'Sitemap', and 'Advanced Search'. The main content area is divided into several sections: 'Definition' (What is TVET?), 'In Focus' (Singapore 166th country to join the UNEVOC Network), 'Worldwide' (with a world map and regional links), 'News' (listing recent events like the 1st meeting of the Inter-Agency Working Group on TVET Indicators), and 'Events' (listing upcoming events like the German-Arab Education and Vocational Training Forum). On the right side, there is a sidebar with sections for 'The Organization', 'Communities', 'Services', and 'Features'. The 'Services' section includes links for Publications, Information Services, Login / Subscribe, and Donor Agencies Guide. The 'Features' section includes links for the UNEVOC Network Directory, Participation in TVET, and the UNESCO Global Monitoring Report on EFA, 2010.

INSIDE UNESCO-UNEVOC

Staffing

Staff of the UNESCO-UNEVOC International Centre during 2008-2009

Rupert Maclean, Director (till 31 March 2009)

L. Efison Munjanganja, Officer in Charge of UNESCO-UNEVOC / Head of UNEVOC Networks

Caroline Bajer, Assistant Administrative Officer

Josiane Blanc-Mannheim, Assistant to the Director

Max Ehlers, Head of IT

Esmeralda Hernandez, Receptionist (from 1 April 2008 to 31 March 2009)

Edward Hickman, Head of Administrative Office

Ulrike Krämer, Office Assistant

Naing Yee Mar, Programme Officer (from 1 June 2008)

Natalia Matveeva, Head of Publications (till 31 July 2008)

Alix Wurdak, Head of Publications (from 1 August 2008)

Maja Zarini, Head of Communications

The Officer in Charge sincerely thanks everyone who left during 2008-2009 for their valuable contributions to UNESCO-UNEVOC's work.

External Experts

In order to carry out its many tasks, UNEVOC involves experts and consultants from various fields to contribute to the work. During 2008-2009, these were:

Dr Ian Birch, Australia

Dr Christian Chinien, Canada

Jan Ebben, Germany

Prof. John Fien, Australia

John Fox, United Kingdom

Prof. David Johnson, United Kingdom

Bonaventure Kerre, Kenya

Washington Mbizvo, Zimbabwe

Edouard Michelet, Haiti

Dr Margarita Pavlova, Australia/Russia

Carole Pearce, Australia

Felix Rauner, Germany

Oliver Seyffert, Germany

Alex Timmermans, Netherlands

Prof. Tapio Varis, Finland

Karina Veal, Australia

Joachim Wagner, Germany

Young Professionals

Four young professionals contributed to the UNEVOC work programme on a short-term basis during 2008-2009: Rula Atweh, United States/Lebanon; Djibril Bokoum, Burkina Faso; Clothilde Cantegreil, UK/France; and Susanne Taron, Canada.

Interns

During 2008-2009, 16 university students or recent graduates participated in the UNESCO-UNEVOC internship programme, gaining valuable professional experience while also contributing to the work of the Centre:

Kahled Al Aqqad, Jordan; Michele Crimella, Italy; Martijn Dalhuijsen, Netherlands; Venus El Genedy, Egypt; Ernest Fiabu, Ghana; Elsa Gonzalez de Schröer, Mexico; Esmeralda Hernandez, Mexico; Michelle Kasdano, Lebanon; Predrag Krstic, Serbia; Birte Marquardsen, Germany; Susanne Niemiets, Germany; Kristiina Pernits, Estonia; Alessia Polidoro, Italy; Laura Rantala, Finland; Daria Stoll, Germany; and Katja Stolte, Germany.

Retirement

After eight years as Director of the UNESCO-UNEVOC International Centre, Rupert Maclean retired from his position on 31 March 2009. The UNESCO-UNEVOC International Centre achieved some impressive results during his tenure as Director. Throughout the years, the Centre has been an important contributor to strengthening TVET in UNESCO Member States. Mr Maclean also established the extensive UNESCO-UNEVOC publications programme and supported the demonstrated connectedness of TVET practitioners and institutions through the worldwide UNEVOC Network and the development of the UNEVOC online services. In mid-2009, Mr Maclean took on a new position as Chair Professor of International Education at the Hong Kong Institute of Education.

Financial Report

In the biennium 2008-2009, UNESCO-UNEVOC had the following budget at its disposal:

| | 2008 | 2009 |
|--|------------------|------------------|
| | US\$ | US\$ |
| Programme funds (Regular UNESCO budget) | 174,325 | 201,760 |
| Programme funds (Funds-in-Trust from Germany)* | 867,510 | 703,324 |
| Programme funds (Funds-in-Trust from StratREAL Foundation) | 0 | 67,690 |
| Operating funds (Germany)* | 315,487 | 290,117 |
| Total | 1,357,322 | 1,262,891 |

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

- >> Two professional staff provided by UNESCO: D-1 (until March 2009), P-4;
- >> Rent-free premises in Bonn provided by the German Federal Government.

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

Appendix I: Activities in 2008-2009

2008-2009

Herders' education in Mongolia
2007-2009

Developing Innovative Approaches in Education for Sustainable Development: Curriculum Reform in TVET in China
2007-2009

2008

Inter-regional Seminar on Entrepreneurship Education
Bangkok, Thailand, 11-16 February 2008

Regional Conference for Europe and North America: Inclusive Education: from Policy Dialogue to Collaborative Action
Riga, Latvia, 24-26 February 2008

Panel discussion " ...on the way to Global Vocational Training" , International Project Week of TVET Institutions
Detmold, Germany, 5 March 2008

Virtual Conference on Educational Issues in Second Life / Virtual World in TVET
30 March 2008

Study on ICTs in TVET Teacher Education in China
April 2008

Review and Planning Meeting for the Project Skills Development for the Water and Sanitation Sector in Vietnam
Hanoi, Vietnam, 8-9 April 2008

UNEVOC Sub-regional Seminar: Curriculum Innovations and Best Practices in TVET
Iloilo City, Philippines, 13-16 April 2008

ADEA 2008 Biennale on Post-primary Education
Maputo, Mozambique, 5-9 May 2008

2nd African TVET Summit: Access and Inclusion: Improving TVET through ICT-based Information and Learning Solutions
Accra, Ghana, 27 May 2008

Seminar on Teaching: Professionalization, Development and Leadership
Oxford, United Kingdom, 19-20 June 2008

UNEVOC International Experts Consultation: Capacity Building of TVET Practitioners and Leaders of UNEVOC Centres
Dublin, Ireland, 18-20 August 2008

International Roundtable on the Changing World of Work: The Return of TVET to the International Development Agenda?
Bonn, Germany, 27-28 August 2008

UNESCO-UNEVOC Sub-regional Seminar: Sharing of Best Practices and Innovative Solutions
Mbabane, Swaziland, 22-24 September, 2008

4th Global Youth Employment Summit
Baku, Azerbaijan, 24-27 September 2008

60 minutes meeting on Vocational Education and Training: A Come-back to the Development Agenda?
Paris, France, 14 October 2008

1st AFD-GTZ Conference: Beyond Primary Education: The Relevance of TVET in Post Primary Education for All
Berlin, Germany, 23 October 2008

1st meeting of the International Working Group on Entrepreneurship Education
Frankfurt, Germany, 27-29 October 2008

International Seminar: Exploring the Changing Nature of Youth Transitions and the Youth Labour Market
London, United Kingdom, 10-12 November 2008

10th German World Bank Forum: The Asian Century: Challenges in the Economic Crisis
Frankfurt, Germany, 20 November 2008

Consultative Seminar on the Decade of Education for Sustainable Development (DESD)
Windhoek, Namibia, 24-25 November 2008

Corporate Human Resource Development and Skills Development for Employment: Scope and Strategies
Bali, Indonesia, 24-26 November 2008

International Symposium on Public Private Partnership in TVET
Manila, Philippines, 1-2 December 2008

6th International Congress of Quality Management in Education and Training Systems (cimquese' 2009)
Rabat, Morocco, 16-18 December 2008

2009

Developing Capacity for the Mainstreaming of Cross-Cutting Issues into the Curricula of Schools and Teacher Training Institutions in Angola
2009-2010

Regional Project: Entrepreneurship Education in the Arab States
2009-2012

International Expert Consultation Meeting on Technical and Vocational Education
Bonn, Germany, 12-13 January 2009

Microsoft Imagine Cup 2009
Düsseldorf, Munich and Berlin, Germany, March and May 2009

UNESCO World Conference on ESD "Moving into the Second Half of the UN Decade"
Bonn, Germany, 31 March - 2 April 2009

UNEVOC Sub-regional Seminar / Workshop: Developing Capacity of UNEVOC Centres and Educators within the UNEVOC Network and Training of Vocational Teacher Educators
Luanprabang, Lao PDR, 7-9 April 2009

Training seminar on ICT Applications in Technical and Vocational Education and Training
Minsk, Belarus, 12-13 May 2009

TVET and ESD in the Commonwealth of Independent States
Minsk, Belarus, 14-16 May 2009

3rd African UNESCO-UNEVOC TVET Summit: Access and Inclusion: Improving TVET through ICT-based Information and Learning Solutions
Dakar, Senegal, 27 May 2009

Training Programme: Curriculum Development in TVET: Meeting the Demands from Business and Industry
Bandar Sri Begawan, Brunei Darussalam, 15-18 June 2009

UNEVOC Conference/Seminar: Reform and Development of TVET and Strategies for Developing TVET Teacher Education with Reference to Mozambique
Maputo, Mozambique 15-17 July 2009

Joint UNESCO/ECOWAS Workshop: Revitalizing TVET Provision in ECOWAS Countries
Abuja, Nigeria, 17-20 August 2009

International Experts Meeting: Reorienting TVET Policy towards Education for Sustainable Development: a Building Block for Education for All
Berlin, Germany, 26-28 August 2009

International Seminar: Advancing TVET in Georgia through the Use of ICTs
Tbilisi, Georgia 7-8 September 2009

Regional Seminar: TVET Teacher Education for Sustainable Development
Ho Chi Minh City, Vietnam, 5-7 October 2009

Conference: Challenges of Technical and Vocational Education and Training (TVET) in Arab Countries: Innovation through E-Learning
Amman, Jordan, 12-13 October 2009

Review of the TVET System in Malawi: National Seminar
Lilongwe, Malawi, 2-3 November 2009

Workshops: TVET Financing and Competency-based Approaches in Francophone Countries
Tunis, Tunisia, 11-16 November 2009

Sub-regional Workshop: Developing Capacity of TVET Teacher Educators
Hanoi, Vietnam, 19-21 November 2009

UNEVOC Sub-regional Seminar: Increasing National and Regional Effectiveness of UNEVOC Centres for Capacity Building and Innovation of TVET
Suratthani, Thailand, 24-26 November 2009

Harnessing Qualifications Frameworks Towards Quality Assurance in TVET in Asia
Manila, Philippines, 1-2 December 2009

Sixth International Conference on Adult Education (CONFINTEA VI)
Belém, Brazil, 1-4 December 2009

International Expert Meeting on Education and Training for the Changing World of Work: Meeting the Demands of the Business Environment
Hangzhou, China, 7-9 December 2009

Experts Validation Meeting on Case Studies from Southern and Eastern Africa
Port Louis, Mauritius, 11-21 December 2009

Appendix II: Relationships within the Host Country

The UNESCO-UNEVOC International Centre is located in Bonn, Germany, and is partly sponsored by the German Federal Government. The German government also provides rent-free premises to the Centre. There is a collegiate relationship between the Centre and a number of partners within the host country, and UNESCO-UNEVOC was 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.

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 2008-2009.

German Federal Ministry for Economic Cooperation and Development (BMZ)

BMZ continued to be the most important sponsor of programme activities carried out by UNESCO-UNEVOC through Funds-in-Trust agreements in 2008-2009.

Several German organizations were key partners of UNESCO-UNEVOC in the organization and implementation of activities:

- >> German Federal Institute for Vocational Training (BIBB)
- >> German National Commission for UNESCO (DUK)
- >> German Technical Co-operation (GTZ)
- >> InWEnt – Capacity Building International
- >> Otto-von-Guericke University, Magdeburg

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

Chile

Alfredo Astorga, UNESCO Santiago Office, February 2008

China

Susan HA, CCC Kung Lee College, Hong Kong, January 2008

H.C LAW, Pui Kiu College, Hong Kong, January 2008

Dr Deanne TO, Yeo Chei Man Senior Secondary School, Hong Kong, January 2008

Zhu Xiaoman, UNESCO INRULED, Beijing, October 2008

K.F. Yeung, Hong Kong Special Administrative Region (HKSAR), Hong Kong, January 2008

Egypt

Tamer Abdelgawad, Productivity and Vocational Training Department (PVTD), March 2008

Hazem Allam, Productivity and Vocational Training Department (PVTD), March 2008

Passant Ashour, Productivity and Vocational Training Department (PVTD), March 2008

Mohamed Gahin, Mubarak-Kohl-Initiative (MKI), March 2008

Armia Helmy, Productivity and Vocational Training Department (PVTD), March 2008

Hanaa Rostom, Productivity and Vocational Training Department (PVTD), March 2008

Ahmed Saleh, Mubarak-Kohl-Initiative (MKI), March 2008

Ethiopia

Wondwossen Kiflu, Minister of Education, October 2009

France

Richard Walther, GEFOP, August 2008

Germany

Maria Brosch, Bundesministerium für Bildung und Forschung (BMBF), Bonn, November 2008

Peter Collingro German Technical Cooperation (GTZ),
Berlin, May 2008

Peter Croll, Bonn International Center for Conversion,
October 2008

Gisela Dybowski, German Federal Institute for
Vocational Training (BIBB), Bonn, August 2008,
November 2008

Markus Eicher, Sequa, Bonn, September 2009

Christoph Fischer, Michael Fischer oHG, Bamberg,
January 2008

Reinhold Friedl and students, Carl von Ossietzky
Universität, Oldenburg, July 2009

Norbert Fuhrmann, Felix-Fechenbach-Berufskolleg,
Detmold, July 2008, September 2008

Christian Gmelin, InWEnt – Capacity Building
International, February 2009

Philipp Grollmann, Institut Technik und Bildung (ITB)
Universität Bremen, July 2008

Matthias Haury, European Molecular Biology Laboratory
(EMBL), Heidelberg, February 2008

Michael Haertel, Bundesinstitut für Berufsbildung
(BIBB), Bonn, Februaray 2008, April 2008, August 2008,
November 2008, December 2008, Januar 2009

Volker Hoerold, Christophorschule, Bonn, November
2008

Maria Hohn-Berghorn, Bundesstadt Bonn, February
2008

IT Air Force Officers, Cologne Military Airport, March
2008

Klaus Jenewein, Otto von Guericke University
Magdeburg, September 2008, Februar 2009

Klaus Luther, Bundesministerium für Bildung und
Forschung (BMBF), Bonn, August 2008, November 2008

Thomas Michel, Dienstleistungsgesellschaft für
Informatik (DLGI), Bonn, August 2008

Dieter Offenhäuser, German National Commission for
UNESCO, April 2008

Werner Oppelt, Bamberg Institute for Chinese Students,
Bamberg, January 2008

Melanie Piepenschneider, Konrad-Adenauer-Stiftung,
Bonn, March 2008

Felix Rauner, FG Berufsbildungsforschung (i:BB)
University of Bremen, October 2008

Inga Scharf, Studienstiftung des deutschen Volkes,
Berlin, July 2009

Bernd Schleich, InWEnt – Capacity Building
International, Mannheim, March 2008

Kerstin Schüler, German Technical Cooperation (GTZ),
Bonn, June 2008

Barbara Schulte, Bundesinstitut für Berufsbildung
(BIBB), Bonn, October 2008

Markus Schwertel, Cisco Systems, Berlin, October 2008

Hannes Siege, InWEnt – Capacity Building International,
Bonn, July 2009

Susanne Sieger, Bundesministerium für Bildung und
Forschung (BMBF), Bonn, February 2009

Georg Sticker, InWEnt – Capacity Building International,
Mannheim, January 2008, February 2008

Harry Stolte, InWEnt – Capacity Building International,
Magdeburg, March 2008, June 2008, August 2008,
September 2008, August 2009

Anastasia Thulke, Sequa, Bonn, September 2009

Uwe Wieckenberg, Institut für Bildungstransfer,
Ruppertsweiler, March 2008

Dagmar Winzier, Bundesinstitut für Berufsbildung
(BIBB), Bonn, October 2008, February 2009

Thomas Schroder, Bundesministerium für Bildung und
Forschung (BMBF), Bonn, February 2009

Ireland

John Keating, ECDL Foundation, Dublin, August 2008

Aidan Kenny, Dublin Institute of Technology, April 2008,
July 2008

Julian Seymour, ECDL Foundation, Dublin, August 2008

Japan

Students, University of Tamagawa, February 2009

Jordan

Awad Al Dada, Vocational Training Corporation (VTC),
March 2008

Khaled Alaqqad, Vocational Training Corporation (VTC),
March 2008

Abdelghaffar Elshiekh, Vocational Training Corporation
(VTC), March 2008

Raed Habayeb, Vocational Training Corporation (VTC),
March 2008

Mahmoud Shaqboua, Vocational Training Corporation
(VTC), March 2008

Republic of Korea

Soon-ho Choi, Korean National Commission for
UNESCO, April 2008

Utak Chung, Korean National Commission for UNESCO,
April 2008

Samuel Lee, Korean National Commission for UNESCO,
April 2008

Hyun-mook Lim, Korean National Commission for
UNESCO, April 2008

Kyrgyzstan

Delegation of 12 members from the Chamber of
Commerce and Industry of Kyrgyzstan, September 2009:

Sharipa Aimanbaeva, Director

Elmira Bataeva, Expert

Amangeldy Davletaliev, Vice-President

Arslan Dgamankulov, Adviser

Orozbek Ergeshov, Director

Nadezhda Grinko, Expert

Mavliuda Karimova, Expert

Nazira Katipova, Expert

Nuraiym Kazieva, Expert

Sultanbek Makashov, Vice-President

Abdusattar Sarybaev, Director

Iliaz Satybaldiev, Expert

Netherlands

Richard van Altena, University of Groningen, June 2009

Pakistan

Jehangir Bashir, Pakistani Secretary of the Education
Ministry, November 2008

Philippines

Shyamal Majumdar, Colombo Plan Staff College (CPSC),
August 2008

Ambassador Preciosa S. Soliven, Secretary General of
the UNESCO National Commission of the Philippines,
October 2009

Russian Federation

Andrei Rybin, St Petersburg State University of
Information Technologies, Mechanics and Optics, April
2008

Vladimir Vasilev, St Petersburg State University of
Information Technologies, Mechanics and Optics, April
2008

Sudan

Elsheikh E. Magzoub, Ministry of Higher Education &
Scientific Research, Khartoum, October 2009

Mohaned Nour, Omrowaba Technical College, Khartoum,
October 2009

Switzerland

Monica Muylkens, International Telecommunications
Union (ITU), Geneva, June 2008

United Kingdom

Heidi Agbenyo City & Guilds Centre for Skills
Development, London, October 2008

Gordon Bellamy, Anglia Polytechnic University, August
2008

David Johnson, University of Oxford, March 2009

Kenneth King, University of Edinburgh, August 2008

United States of America

Arie Bradford, Atlanta Technical College, September
2008

Michael Burnside, Atlanta Technical College, September
2008

Gregory Calloway, Atlanta Technical College, September
2008

Katie Day, Atlanta Technical College, September 2008

Sharon Dewberry, Atlanta Technical College, September
2008

David Kirsch, Atlanta Technical College, September 2008

➤ Published by
UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training
UN Campus
Hermann-Ehlers-Str. 10
53113 Bonn
Germany
Tel: [+49] 228 815 0100
Fax: [+49] 228 815 0199
www.unesco.org/unevoc
unevoc@unesco.org

This report can be downloaded in PDF format from
www.unevoc.unesco.org/publications

➤ Prepared by Maja Zarini
➤ Editorial Advice: L. Efison Munjanganja
➤ Editorial Assistants: Alix Wurdak, Susanne Niemietz, Alessia Polidoro
and Stefan Hohn
➤ Design: Jens Eden, www.pinger-eden.de
➤ Printed by: Rautenberg Media & Print Verlag KG, www.rmp.de

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, city or area, or its authorities, or concerning the delimitation of its frontiers or boundaries.

ISBN 978-92-95071-09-4
© UNESCO 2010

FOREWORD

INTRODUCTION

1. UNESCO IN

2. THE GLOBAL

2.1 The UNEVOC

2.2 Strengthening

2.3 UNESCO-UN

3. TVET AND E

3.1 Strengthening

3.2 Vocational S