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for Technical and Vocational
Education and Training

UNESCO-UNEVOC in Action

Report on Activities 2006-2007

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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.unevoc.unesco.org
info@unevoc.unesco.org

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

- >> Prepared by Maja Zarini
>> Editorial Assistants: Natalia Matveeva, Clothilde Cantegreil
and Susanne Taron
- >> Design: www.pinger-eden.de
>> Printed by: www.druckerei-paffenholz.de

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FOREWORD

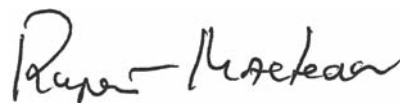
At the 2005 UNESCO General Conference, Member States stressed the importance of skills development for employability and technical and vocational education and training (TVET) as a crucially important dimension of Education for All (EFA). It is not only necessary for people to be able to read and write; they also need the skills to make a decent and sustainable living. Eighty percent of work performed in the world requires vocational skills, and TVET is not only a specific strand in education. Elements of TVET are also part of basic, secondary as well as higher education. For example, many governments today are concerned with making secondary education more relevant to building life skills for employability and citizenship, and as such are placing greater emphasis on the vocationalisation of secondary education.

In light of the above and to fulfil its mandate to assist countries to develop and strengthen education for the changing world of work, the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training undertook numerous activities around the world in 2006-2007 in the areas of vocationalisation of secondary education, formal, non-formal and informal TVET, and vocational content in higher education. They included conferences and seminars, study tours, a cutting edge publications programme and much more. All activities aimed to contribute to increased opportunities for

productive work, sustainable livelihoods, personal empowerment and socio-economic development, especially for youth, girls, women and the disadvantaged. This report provides full details on the achievements of the UNESCO-UNEVOC International Centre during the biennium.

In 2006-2007, the UNEVOC Network was significantly strengthened. Twenty-one new institutions joined the Network, regional meetings and seminars on effective networking took place in Africa and Asia, and clusters for cooperation on particular TVET issues were formed.

In mid-2006, UNESCO-UNEVOC moved to its new premises on the recently established common UN Campus in Bonn. The Centre is now located on the 25th floor of "Langer Eugen", the former offices housing the German Members of Parliament. The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training extends its deep gratitude to the Federal Government of Germany for the generous hosting and funding provided to the Centre.



Rupert Maclean
Director

INTRODUCTION

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. The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training assists UNESCO's 192 Member States to strengthen and upgrade their technical and vocational education and training (TVET) systems.

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, and hence UNESCO-UNEVOC gives priority in its work to those with the greatest need: developing nations, economies in transition and those in a post-conflict situation. UNESCO-UNEVOC particularly focuses on contributing to the overarching UNESCO goals in TVET. These are to assist Member States improve and integrate TVET as part of the global Education for All (EFA) campaign, and to assist the alignment of TVET with the tenets of sustainable development.

UNESCO-UNEVOC is also the hub of a worldwide network of key organisations and institutions specialising in TVET. This UNEVOC Network includes government ministries, research facilities, and planning and training institutions. The Network serves as a platform for information sharing and bringing people together in meetings and workshops as a means to improve TVET in different regions of the world.

In 2006-2007, the UNESCO-UNEVOC International Centre focused its work on four key result areas: the global UNEVOC networks, TVET and EFA, TVET for sustainable development, and TVET knowledge sharing and publications. Achievements of the Centre in the biennium included

- >> The expansion of the worldwide UNEVOC Network to 271 UNEVOC Centres in 166 UNESCO Member States by the end of 2007, as well as the establishment of thematic clusters for specific collaboration among Network members.
- >> Fostering direct relationships between TVET leaders across countries - at regional, international or thematic meetings, or through targeted linkages between UNEVOC Centres.
- >> The professional development of TVET leaders from developing countries, e.g. through sponsoring TVET policy and programme managers to attend international meetings, through the organisation of thematic study tours for TVET experts, and through holding international meetings on contemporary TVET topics.
- >> The promotion of best practice in TVET through an extensive publications programme and comprehensive website, as well as through knowledge sharing and collaboration between UNEVOC Centres, individual TVET experts, and between UNESCO-UNEVOC and other agencies.
- >> Fostering discussion among TVET policy makers, practitioners and researchers about the role and contribution of TVET to sustainable development worldwide.

UNESCO-UNEVOC works in close partnership with other UNESCO entities as well as with other international organisations in the implementation of its activities.

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

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1. GLOBAL UNEVOC NETWORKS

To undertake successful technical and vocational education and training (TVET) reform, TVET leaders need to have access to relevant and current information, and stakeholders need to work together to develop policy and legislation that establish effective institutional structures and relevant curricula to ensure that TVET caters adequately to the varied needs of all members of society.

In a global environment with diverse operating modalities and rapidly changing knowledge, there is an increasing focus on the important role that networks can play. Tangible benefits can accrue to members of an effective network, such as commitments to collaborate with one another, formal access to shared resources, memoranda of understanding for future joint activities, etc. But there are also a number of intangible benefits such as knowledge exchange between members, whereby the exchange of strategic information on issues such as technical know-how, policy development or TVET design increases the value of the activities of members of the network. Crucial for successful networks are regular and systematic contact, meetings, progress reports and updates. The UNESCO-UNEVOC International Centre has established several networks that aim to assist UNESCO Member States develop and strengthen their TVET systems through knowledge sharing, collaboration and joined activities. The networks constitute unique platforms through which UNESCO-UNEVOC can pursue its key functions as a laboratory of ideas, standard setter, clearing house, capacity builder and catalyst for international cooperation.

The most prominent UNESCO-UNEVOC network is the global UNEVOC Network of specialised TVET institutions. The UNEVOC Network is a unique platform for sharing knowledge, innovations, best practices and experiences regarding all aspects of TVET within and between countries. The Network also provides a global platform for UNESCO-UNEVOC to respond to the needs of UNESCO Member States. At the end of 2007, the UNEVOC Network consisted of 271 specialised TVET institutions – the so-called UNEVOC Centres – in 166 UNESCO Member States.

Apart from the UNEVOC Network, there are other networks established by UNESCO-UNEVOC that aim to bring together TVET experts from all parts of the world and also from different agencies and organisations. They include the Centre's virtual communities: the e-Forum and the Spanish-Portuguese Forum. Members of these virtual communities are individual TVET experts from around the world who share information and knowledge about different aspects of TVET. Participants may, for example, announce international conferences and workshops,



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inform about publications and resources available on the Internet, inquire about materials, or seek partners for international cooperation in research and development. At the end of 2007, the e-Forum had close to 1000 members from more than 150 countries.

The UNESCO-UNEVOC International Centre is itself also a member of various international TVET networks.

In 2006–2007, UNESCO-UNEVOC focussed on developing its networks further, particularly on expanding the networks to enhance reach as well as the effectiveness of knowledge sharing and knowledge building.

In mid-2006, UNESCO-UNEVOC launched an Internet interface for the e-Forum, which includes a discussion board that shows all messages in threaded view, a document upload area and a chat room for real time discussions. In addition, TVET experts can now sign up to the e-Forum through the UNESCO-UNEVOC website. All of these technical developments have contributed to stimulating the discussion and attracting more e-Forum members.

In 2007, a "UNEVOC Centre Award" was established, which is presented to UNEVOC Centres in recognition of their continued efforts in furthering UNESCO goals in TVET as part of the UNEVOC Network. UNESCO-UNEVOC hopes that this award will enhance the status of the UNEVOC Network as a whole and serve as an incentive to promote closer knowledge sharing and cooperation among Network members and with the UNESCO-UNEVOC International Centre in Bonn.

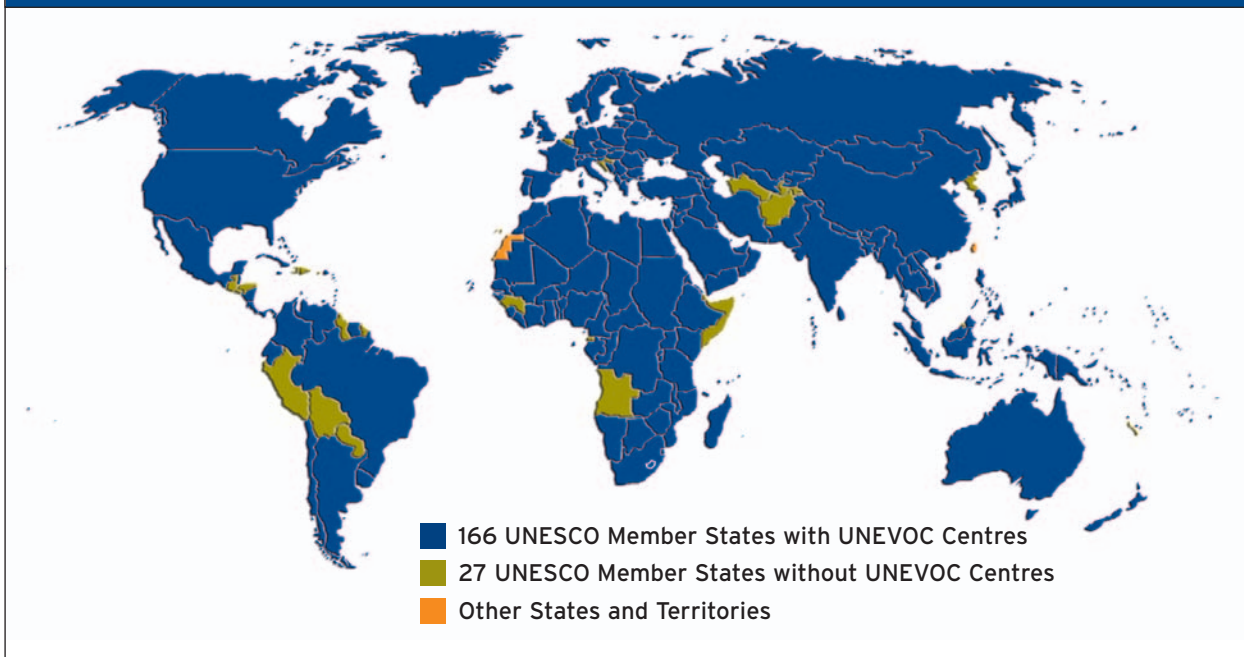
1.1 The UNEVOC Network today

Some facts about the UNEVOC Network

Members of the UNEVOC Network cover a number of important TVET roles. They fall into four categories of roughly one quarter each. Some are TVET teaching institutions at the secondary or post-secondary school level.

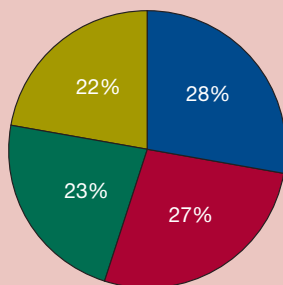
Others are research centres or departments dealing with TVET within universities, and some are TVET sections within ministries of education. The fourth quarter are national bodies dedicated to TVET development.

The worldwide UNEVOC Network at the end of 2007



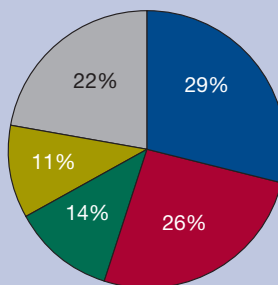
Classification of UNEVOC Centres by type of institution

- 76 Schools / Training Centres
- 73 National TVET Bodies
- 63 Univ. Training / Research Institutions
- 60 MoE / Dept TVET



Classification of UNEVOC Centres by Region

- Africa: 83 Centres
- Asia-Pacific: 78 Centres
- LatAm-Carib: 31 Centres
- Arab States: 36 Centres
- Europe: 68 Centres



Please note: The total number in this graph exceeds the actual number of UNEVOC Centres. This is due to the fact that some countries belong to more than one region.

New UNEVOC Centres

During the biennium 2006-2007, the following 21 TVET institutions joined the Network:

- >> Agency for Vocational Education and Training, Croatia
- >> Beijing Union University (BUU), China
- >> Bureau of Vocational/Technical Education, Ministry of Education, Liberia
- >> Centre on Education and Training for Employment (CETE), Ohio State University, United States of America
- >> Dublin Institute of Technology (DIT), Ireland
- >> École Supérieure d'Infotronique d'Haiti (ESIH), Haiti
- >> Information Technologies Vocational Education and Training Centre (IT VET), Georgia
- >> Inspection de Pédagogie chargée des Techniques Industrielles (IPTI), Cameroon
- >> Ministerio de Educación y Cultura, Paraguay
- >> Ministry of Education, Ethiopia
- >> National Training Authority (NTA), The Gambia
- >> People's Committee for Manpower, Training and Employment, Curriculum Department, Vocational Guidance and Measurement Office, Libya
- >> Research Centre for Vocational Education, University of Tampere, Finland
- >> Shahid Rajaei Teacher Training University (SRTTU), Iran
- >> Shenzhen Polytechnic PR, China
- >> St Petersburg State University of Information Technologies, Mechanics and Optics, Russia and TMC Training and Methodological Centre of the

UNEVOC Centres Griffith University, Australia, and Zhenjiang TIE, China, sign MoU



On 26 September 2007, Griffith University, Australia, and Zhenjiang Technology Institute of Economy (ZJTIE), China, both active UNEVOC Centers, signed a Memorandum of

Understanding (MoU) to establish a long-term cooperation between the two organisations. This cooperation will focus on international activities within the framework of the UN Decade of Education for Sustainable Development (DESD).

The first major activity under the MoU will be a research project jointly funded by UNESCO-UNEVOC, ZJTIE and Griffith University entitled "Developing Innovative Approaches in Education for Sustainable Development: Curriculum Reform in TVET in China".

Committee on Education (St Petersburg Administration), Russia (These institutions form a joint UNEVOC Centre)

- >> T.A. Marryshow Community College, School of Applied Arts and Technology (SAAT), Grenada
- >> Technical and Vocational Education and Training Council, Barbados
- >> Technical Vocational Education and Training (BTVET), Department of Business, Ministry of Education and Sports, Uganda
- >> Training Center for Teachers of Vocational Education of Shanghai Second Polytechnic University, China
- >> Zhejiang Technology Institute of Economy (ZJTIE), China

1.2 Strengthening the UNEVOC Network

UNEVOC Network meetings and seminars

In 2006–2007, UNESCO–UNEVOC continued its activities to strengthen collaboration among UNEVOC Network members in the different world regions. Six UNEVOC Network meetings and seminars took place that addressed issues related to effective Network operation:

Colombo, Sri Lanka, May 2006

The sub-regional seminar "Enhancing the National Effectiveness, Role and Profile of UNEVOC Centres" brought together UNEVOC Centre managers from around Asia. The meeting focussed on enhancing the national effectiveness, role and profile of UNEVOC Centres in improving TVET in their respective countries. The programme was structured around a common task: developing action plans for each participating UNEVOC Centre to guide its work.

Lilongwe, Malawi, September 2006

The "UNEVOC Sub-Regional Inception Seminar on Tools and Methods to Innovate Policy, Curricula and Management of TVET Programmes" was conducted by UNESCO–UNEVOC and organised with the assistance of the Malawi National Commission for UNESCO. Sixteen vocational educators from selected UNEVOC Centres from eight countries in Southern Africa participated in this meeting, which was opened by Malawi's Minister of Education and Vocational Training. His speech drew attention to the importance of improving and strengthening TVET as an integral part of lifelong learning. During the seminar, participants discussed necessary change processes and innovations required for more effective TVET policy, curriculum and management. In this regard, the importance of effective and strong UNEVOC Centres and networks was stressed.

Yaounde, Cameroon, December 2006

This induction seminar brought together TVET professionals from selected UNEVOC Centres in Cameroon, Central African Republic, Chad, Congo Republic, Democratic Republic of the Congo, and Gabon. At the meeting, the participants explored networking strategies, management and mapping, as well as best practices and innovative experiences. In addition, comprehensive discussions on available assistance, opportunities for UNEVOC Centres to network, and potential joint activities took place.

Baku, Azerbaijan, December 2006

UNESCO–UNEVOC and the UNESCO Office in Moscow, with assistance from the Ministry of Education, Azerbaijan, organised this induction seminar to enhance the development of TVET through an effective UNEVOC

Network. The participants were selected TVET professionals from the European part of Russia, Belarus, Ukraine, Azerbaijan, Georgia, Armenia, and Moldova.

Chonburi, Thailand, 3–5 April 2007

This UNESCO–UNEVOC sub-regional seminar was held at Sattahip Technical College in Chonburi, Thailand. It was organised by UNESCO–UNEVOC in cooperation with the Office of the Vocational Education Commission, Ministry of Education, Thailand, and supported by UNESCO Bangkok. The seminar brought together 15 representatives of UNEVOC Centres from Bangladesh, Cambodia, Iran, Lao PDR, Malaysia, Pakistan, Philippines, Sri Lanka and Thailand to discuss the different challenges TVET programmes face in their countries. They also identified common issues and concerns. One upshot of the seminar was the establishment of two thematic clusters – one on TVET curricula and another one on TVET research. Outlines for activities within the clusters were produced, and the development of case studies was initiated.

Tianjin, China, 11–13 September 2007

This sub-regional seminar took place as a roundtable within the International Forum on Vocational and Technical Training (Tianjin, China, September 2007). It focussed on improving the national and regional effectiveness of the UNEVOC Network. Twenty-four TVET educators from UNEVOC Centres in Cambodia, China, Indonesia, Malaysia, Mongolia, South Korea, Philippines, Sri Lanka and Thailand participated. They identified common subjects and themes around which two UNEVOC Network thematic clusters were formed, namely on curriculum development and on research. Two UNEVOC Centres agreed to take the lead in the collaboration: The Western Visayas College of Science and Technology (Philippines) on TVET curriculum development, and the Universiti Teknologi Malaysia (Malaysia) on TVET research. Cooperation in the clusters will continue in the upcoming biennium 2008–2009. It will include the identification of experts, online consultations, UNEVOC Centre meetings, workshops to agree frameworks and models, and the development of materials.

Updated UNEVOC database

Having reliable access to contact data of TVET experts and institutions worldwide is of utmost importance for the work of UNESCO–UNEVOC. In mid-2005, a contract was issued to a database programmer to develop a new contacts database that would unite all contact information from previous databases in order to improve accessibility, user-friendliness, and thus reliability of the

data. By May 2006, this process was finalised with training of all staff on the use of the database. To ensure that the entered data was still up to date, a concerted effort was made to contact the majority of UNEVOC Centres and to check and revise their contact details.

Supporting UNEVOC Centres through small project grants

As a follow up to the UNESCO-UNEVOC workshop on "UNEVOC Network, UNEVOC Mapping and Strategies for Policy Reform and HIV/AIDS Preventive Education" (Lilongwe, Malawi, 5-9 December 2005), UNESCO-UNEVOC provided a small grant to the Botswana Training Authority (BOTA – UNEVOC Centre in Botswana) and the Zambian Technical, Entrepreneurial, and Vocational Education and Training Authority (TEVETA – UNEVOC Centre Zambia) to study and document experiences, lessons learnt and challenges faced in mainstreaming HIV and AIDS in TVET in Botswana and Zambia (for further details, please see section on HIV/AIDS and TVET).

The Kolej Universiti Teknologi Tun Hussein Onn (UNEVOC Centre Malaysia) received a small grant to organise the International Conference on Technical and Vocational Education and Training (ICTVET), which took place in Johor, Malaysia, on 22-23 August 2006. The aim of this conference was to share information and experiences on key TVET issues and challenges that arise from the implementation of advanced technologies in economies. Two hundred TVET researchers and practitioners from Malaysia and around the world participated in the conference.

In cooperation with UNESCO Beijing, UNESCO-UNEVOC supported a project to develop training materials and a training plan for young herders in Mongolia. The project focussed on Heintii, Dornod, Sukhjaabaatar and Ulaanbaatar. It was implemented as a result of a needs assessment that was carried out in 2005.

1.3 UNESCO-UNEVOC e-Forum and Spanish-Portuguese 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 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; information and communication technology in 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 for materials that would be useful for an individual's work in TVET and that may be available abroad, e.g. curriculum materials; and
- >> Finding partners for international cooperation.

During 2006-2007, membership in the e-Forum and the number and quality of messages and discussions increased substantially. At the end of 2007, close to 1000 TVET experts from more than 150 countries and 25 international organisations were members of the e-Forum community. The number of messages more than doubled from 262 in 2006 to 569 messages (from 256 e-Forum members) in 2007.

In mid-2006, UNESCO-UNEVOC launched an Internet interface for the e-Forum, which includes a discussion board that shows all messages in threaded view, a document upload area and a chat room for real time discussions.

In addition, TVET experts can now sign up to the e-Forum through the UNESCO-UNEVOC website. All of these technical developments have contributed to stimulating the discussion and attracting more e-Forum members.

To enable discussion and exchange on TVET topics relevant to Latin America and the Caribbean, UNESCO-UNEVOC set up the "Foro de correo electrónico hispano-luso" (Spanish-Portuguese E-mail Forum). This forum brings together educators, researchers and other interested individuals to share TVET information on a non-commercial basis. At the end of 2007, the Spanish-Portuguese E-mail Forum was still at its beginnings, but UNESCO-UNEVOC plans to develop the forum further in 2008-2009.

1.4 Other UNEVOC partnerships



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Since its inception, the UNESCO-UNEVOC International Centre has established formalised relationships with other international and national organisations involved in TVET

through mechanisms such as Memoranda of Understanding (MoU) and Letters of Intent. In 2006-2007, these included agreements with the following organisations:

Capacity Building International (InWEnt)



On 24 May 2007, on the occasion of the consultative meeting "TVET and ESD: Engaging the Corporate Sector" (held in Bonn, 23-25 May 2007), Rupert Maclean,

Director of UNESCO-UNEVOC, and Dr Luiz Ramalho, Director of the Department of Sustainable Development, InWEnt, Germany, signed a Memorandum of Understanding to establish a strategic partnership between the two organisations. UNESCO-UNEVOC and InWEnt particularly aim to cooperate in the areas of

- >> TVET and education for sustainable development (ESD);
- >> Research;
- >> Teaching and training of multipliers;
- >> Publications;
- >> Networking; and
- >> Joint project development and implementation.

The two organisations intend to combine and share resources, know-how and capabilities to broaden outputs within the framework of joint activities.

Otto-von-Guericke-University, Magdeburg



On 31 July 2007, UNESCO-UNEVOC and Otto-von-Guericke-University, Magdeburg, Germany, signed a Letter of Intent to establish a long-term cooperation between the two organisations. Joint international activities will particularly focus on the UN

Decade of Education for Sustainable Development (DESD) and include

- >> Shaping the DESD in the area of TVET teacher/trainer education;
- >> Cooperation in a global TVET network for sustainable development;
- >> Joint research in the area of TVET for sustainable development;
- >> Development and acquisition of research projects; and
- >> Joint development and establishment of training the trainers projects in TVET, including graduate programmes, especially in the context of sustainable development.

2. TVET AND EFA

Education for All (EFA) cannot be achieved without a rapid expansion of high quality and relevant technical and vocational education and training (TVET). Governments, training authorities and many TVET institutes are increasingly interested in TVET reform, since skills for employability and citizenship are the key to ensuring productive economic progress and sustainable communities.

The internationally agreed Dakar Framework to achieve EFA is inclusive of TVET in several ways, notably with 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" and Goal 6 "improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills". Through

national EFA planning processes, countries in need have been encouraged to integrate the skills development strategies necessary for national economies into their overall plans for education.

UNESCO-UNEVOC assists UNESCO Member States to develop and strengthen relevant and accessible TVET, e.g. as Member States introduce new legislation on TVET, devise mechanisms to bring employers and the community closer to the training process, shift towards competency based systems, or investigate quality assurance frameworks. Regardless of specific issues, there is a general need for a comprehensive enhancement of national capacity in TVET planning and management in the context of EFA. The UNESCO-UNEVOC International Centre has been contributing to this process over several years and in a number of ways: as an organiser of meetings, as a contributor of technical expertise, as a distributor of information through the website and via newsletters and publications, etc.

2.1 Assisting countries to develop quality, accessible TVET systems



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What basic education for Africa?

UNESCO in Dakar and the Regional Office for Education in Africa (BREDA), in close collaboration with the Government of Rwanda, UNESCO Headquarters, UNESCO-UNEVOC, the International Bureau of Education (IBE), and the UNESCO Cluster Office in Nairobi organized a regional workshop on the question "What Basic Education for Africa?". The workshop took place on 25-28 September 2007 in Kigali, Republic of Rwanda.

In order to reach the EFA goals, a thorough reform of basic education is a priority for African countries. This workshop addressed tendencies, advances and challenges in the expansion of basic education in Africa. A presentation by a representative of UNESCO-UNEVOC addressed the issue of skills development in the basic education curriculum.

TVET in countries in (post-) conflict situations

Education in emergency situations – which is understood as education in a country or region having been interrupted by a civil or international conflict or by natural disasters – has been recognized by UNESCO as an EFA "flagship" programme.

In conflict areas, TVET is an effective means to quickly instil people with the skills necessary to establish non-violent livelihoods, and for their reintroduction to civil society. UNESCO-UNEVOC assists countries in post-conflict reconstruction in various ways.

In April 2006, the Centre organized a five-day study tour to Manila, Philippines, for six Afghan directors of TVET institutes. The participants in the study tour examined which TVET models and paradigms are most appropriate, and what forms of TVET delivery are most useful for Afghanistan. During the visit, they visited several public and private TVET institutions as well as a training centre for TVET teachers. Furthermore, they were introduced to TVET programmes for physically disabled persons and training programmes on non-traditional skills for women, such as welding. The study tour was organized in cooperation with the UNESCO office in Kabul and with support from the Colombo Plan Staff College for Technical Education. The newly acquired knowledge was disseminated through in-country workshops to TVET professionals and other stakeholders in Afghanistan in July 2006.

In Iraq, national and international efforts are made to develop tools for reconstruction and the recovery from conflict. Education in general, and TVET in particular, top the agenda for action, and UNESCO (including UNESCO-UNEVOC), UN-HABITAT and the German government, in cooperation with the government of Iraq, organized a forum to analyze the current status of TVET in the country and develop plans for immediate and future action. The forum, which was entitled "Re-Alignment of TVET in Iraq with Employment Requirements", took place on 17-19 July 2006 in Cairo, Egypt. The broad and high-level representation of Iraqi government officials, TVET providers and business leaders in the forum reflected the importance attributed to TVET by all national stakeholders.

Eleven papers were presented by Iraqi participants, covering:

- >> Highlights of current TVET in Iraq;
- >> Toward re-aligning TVET in Iraq;
- >> Anticipated challenges;
- >> Urgent needs; and
- >> Short-term priorities.

Regional and international experts also contributed to the discussions and presented papers on experiences and lessons learnt in other post-conflict contexts. Three working groups addressed questions related to TVET system development, improving TVET quality and ensuring that TVET is relevant to labour market needs. The Forum unani-



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mously agreed to a nine-item TVET outlook for the country. Follow-up actions were identified and spelled out.

On 6 December 2006, UNESCO-UNEVOC hosted and chaired a roundtable to provide an open forum for discussion on redevelopment plans for TVET in Iraq in the context of a \$10 million German funded programme that commenced on 1 January 2007. The programme is managed by UNESCO Iraq in cooperation with local and international partners. Key agencies that work in the area of TVET development in the Arab region, such as UNESCO Iraq, the German Federal Ministry for Economic Cooperation and Development (BMZ), German Technical Cooperation (GTZ), Capacity Building International (InWEnt) and Arbeitsgruppe Entwicklung und Fachkräfte im Bereich der Migration und der Entwicklungszusammenarbeit (AGEF), participated in this roundtable meeting, which took place at the UNESCO-UNEVOC premises in Bonn.

Also in 2006, UNESCO-UNEVOC initiated a research project on the role of TVET in building livelihoods and civic participation in post-conflict countries in sub-Saharan Africa. The aim of this project, entitled "Education for Livelihoods and Civic Participation in Post-Conflict Countries: Conceptualising a Holistic Approach to TVET Planning and

Programming in Sub-Saharan Africa", was to assess how education, and in particular TVET, can and should help social and economic communities recover and rebuild in post-conflict environments, and propose possible directions for longer term work in this area. The detailed case studies focussed on Liberia, Southern Sudan and Uganda. The study was conducted by the Research Group on Education and Conflict at Oxford University, United Kingdom, and published as the 3rd volume of the UNESCO-UNEVOC Discussion Paper Series. The study provides a basis for further project work to assist TVET development in post-conflict societies, particularly in Africa. As a next step, an evaluation of recent TVET programmes in post-conflict contexts will take place.

In 2007, UNESCO-UNEVOC put out a call for papers to seek out research on aspects of TVET in countries post-conflict. The results of this call for papers can be used in the upcoming work of the Centre in this area in 2008 and beyond.

TVET in countries in transition

Social partnerships in Central Asia

In 2005, UNESCO-UNEVOC organised a Mobile Training Team (MTT) for UNEVOC Centres and candidate Centres from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan on social partnerships in TVET. After studying examples of social partnerships in Germany, the participants carried out dissemination workshops in their home countries to share their newly acquired knowledge with other TVET specialists and stakeholders, and to identify means of applying it in the respective national contexts. Kazakhstan and Uzbekistan implemented their follow-up seminars in 2005. Kyrgyzstan and Tajikistan followed in early 2006.

The workshop in Kyrgyzstan addressed questions such as: How can the involvement of social partners in the certification and assessment of TVET be legitimized and regulated? How can it be financed? The seminar was organised by the Forum for Educational Initiatives (UNEVOC Centre Kyrgyzstan) and took place on 24-25 January 2006. The 38 participants were representatives of public authorities, formal and non-formal training providers, trade unions and employers as well as staff of the Kyrgyz UNEVOC Centre. A German expert – Mr Karel Kriz from the Trier Chamber of Trades and Crafts – presented the German system of involving social partners in the process of assessment and certification in TVET. The Forum for Educational Initiatives organised a roundtable later in the year to follow up on the national dissemination seminar and facilitate further dialogue. In addition, a taskforce was set up that consists of representatives of the Congress of Business Associations, the Business Support Centre and trade unions. The role of the taskforce

is to act as a driving force for further social dialogue. It proposed concrete actions to the members of the roundtable. Decisions on further steps will be taken jointly.

In Tajikistan, the national dissemination seminar took place in Dushanbe, 20-21 February 2006. Around 45 experts from public authorities, formal and non-formal training providers, trade unions and employers participated in the seminar. It was the first meeting at which all social partners in Tajikistan came together to address the challenges the Tajik TVET system is facing, and to discuss possibilities for cooperation to better align TVET to the labour market. Mr Karel Kriz from the Trier Chamber of Trades and Crafts was again involved as an expert on the German system of social partnerships in TVET. The seminar was jointly organised by the Tajikistan National Commission and the Department for Initial Vocational Education and Training at the Tajik Ministry of Labour. As a follow-up to this UNESCO-UNEVOC activity, the Tajik stakeholders planned to continue their dialogue.

Challenges and solutions for TVET development in European countries in transition

The 15th International Vocational Education and Training Association (IVETA) Conference on "VET in the Context of Lifelong Learning" took place on 21-24 August 2006 in Moscow, Russian Federation. UNESCO-UNEVOC organized two roundtable sessions during this conference. One roundtable focussed on 'Challenges and Solutions for TVET Development in the European Countries in Transition'. It was a mapping exercise aimed at identifying the level of TVET development and defining priorities to aid the further advancement of TVET in countries in transition. The roundtable also explored the extent to which patterns are similar or different across the region. Speakers from Croatia, Lithuania, Montenegro and Romania presented case studies that had previously been commissioned by UNESCO-UNEVOC. The papers dealt with issues such as quality assurance, youth employment and social partnerships in TVET. The roundtable contributed to the development of knowledge about the role of TVET in preparing people for employment and citizenship as well as in rebuilding communities and economies of countries in transition. The second roundtable focussed on TVET teacher/trainer education (see section on TVET teacher/trainer education).

Reorienting TVET towards labour market needs in South-East Europe

Given the key role of education in socio-economic development and growth, especially for knowledge-based economies, and due to the need to tackle the significant rates of youth unemployment, interest in more innovative and efficient TVET systems is growing in South-East Europe. On 4-6 June 2007, a meeting of South-East European



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TVET leaders took place in Skopje, Macedonia. The meeting was organised by the Stability Pact, an organisation that promotes economic and social development in the South-East European countries, and brought together a broad group of professionals to discuss strategies to reorient TVET towards labour market needs. The five countries in focus were Macedonia, Romania, Bulgaria, Croatia and Turkey. TVET experts from international agencies (UNESCO-UNEVOC, ETF and CEDEFOP) supported the meeting, and the representative of UNESCO-UNEVOC gave a presentation on 'Innovation in TVET: the Role of Networks'.

Improving TVET through Mobile Training Teams: Studying qualification frameworks and competency-based approaches in Africa

Following the outcomes of UNEVOC Network meetings held in Dakar, Senegal, and Yaoundé, Cameroon, UNESCO-UNEVOC organised a Mobile Training Team (MTT) for vocational education leaders from UNEVOC Centres in Cameroon, Congo (Brazzaville), Ivory Coast, Sierra Leone and The Gambia. The TVET experts visited Mauritius in June 2007 to study the experiences and successes of Mauritius in the areas of qualification frameworks and competency-based approaches in TVET. As a follow up to the study visit, a sub-regional dissemination seminar took place in Banjul, The Gambia, in November 2007. The MTT achieved the following objectives:

- >> Enabling TVET experts to learn about good policies and effective TVET planning in the African context;

- >> Promoting "best practice" in African countries;
- >> Developing national skills qualification frameworks;
- >> Promoting competency based approaches and other quality and relevance assurance mechanisms; and
- >> Promoting poverty reduction strategies in Africa.

Public private partnerships in the Arab States

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 Arab States 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.

At the second G8/BMENA Meeting of Ministers of Education in Sharm-el-Sheikh, 23-24 May 2006, the participants agreed to "emphasize the role of Public Private Partnerships (PPP) and stakeholder participation in all aspects of a [education sector] reform".

To facilitate the exchange of experiences and best-practice examples in PPP in TVET among stakeholders in the Arab region, UNESCO-UNEVOC, in co-operation with the UNESCO Offices in Cairo and Beirut, organized a study visit for TVET experts to Cairo, Egypt. The visit took place on 10-14 December 2006. TVET experts from selected UNEVOC Centres in Jordan, Lebanon, Morocco, Sudan, Syria and Tunisia visited the Mubarak-Kohl-Initiative and the National Skill Standards Project.

The participants in the visit studied and debated the modalities of implementing PPP and identified the strengths and weaknesses of and obstacles and barriers

National Skill Standards Project (NSSP)

The NSSP works in partnership with employers' organisations on the development of a national skill standards scheme, job descriptions, curricula, learning material, and testing and accreditation requirements in Egypt.

Mubarak-Kohl Initiative

The Mubarak-Kohl Initiative applies a customized version of the German Dual System. It involves the business community in planning, implementing, evaluating and accrediting TVET in Egypt.

to PPP initiatives. They also developed recommendations that serve as a tool to guide the formulation and implementation of such initiatives in the participants' home countries. It is expected that the visit will have an important impact on the enhancement of PPP in the Arab region. As a follow-up to the study tour, the participants shared their newly acquired knowledge within their countries through national dissemination seminars.

Competency-based training in Latin America

On 16–20 October 2006, UNESCO-UNEVOC, in cooperation with the UNESCO Regional Bureau for Education in Latin America and the Caribbean and Fundación Chile, organised a study tour for a small group of TVET experts from Bolivia, Ecuador, Nicaragua and Paraguay to Santiago de Chile. The aim of the visit was to study the successes and lessons learnt of the "Job Competencies Programme" ("Programa de competencias laborales") of Fundación Chile, which is considered to be a regional example of good practice in the area of competency-based training



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and certification. Through this programme, Fundación Chile aims to identify the skills, attitudes and knowledge people need to enter and progress in the world of work; to improve the quality and relevance of the training programmes offered; to recognize people's previously acquired skills; to contribute to inter- and intra-company job mobility of those workers who certify their competencies; and to support the evaluation of training policies. The study visit enabled the participants to

- >> Understand the economic and institutional context of the Chilean competency-based approach;

- >> Get to know the principal methodologies and concepts of the "Programa de competencias laborales"; and

- >> Learn about TVET innovations in the context of lifelong learning and competency-based approaches.

Following the study tour, participants implemented national dissemination seminars in their countries in order to share what they had learned in Chile with colleagues and relevant stakeholders, as well as to discuss with them possible applications of the Chilean experience within their own local contexts. Each national dissemination seminar had around 50 participants.

TVET teacher/trainer education

Since the international United TVET Network on Innovation and Professional Development (UNIP) was founded at the "UNESCO International Meeting on Innovation and Excellence in TVET Teacher/Trainer Education" in Hangzhou, China, in November 2004, a sequence of regional events within the framework of the Network have been implemented with the involvement of UNESCO-UNEVOC. Improving the quality of training programmes for TVET teachers/trainers is an important focus of UNESCO-UNEVOC's work. It is a key component in raising the quality and status of TVET, and the Centre works with UNIP and other partners to promote the adoption of a Master's degree programme for TVET educators.

On 6–7 February 2006, UNIP and the Akershus University College (Høgskolen i Akershus - HIAK), in cooperation with UNESCO-UNEVOC, organised a joint European working conference on "Promoting Professionalisation and Innovations in Teacher Education for Technical and Vocational Education and Training". The conference took place at the HIAK premises in Lilleström, Norway. The participants at the conference finalised the structure and content of a Master's degree programme for TVET teachers/trainers, with particular reference to meeting the needs of countries in Europe, within an international context. The new programme is based on the International Master's Framework for TVET Teachers, which was approved at an international meeting in Hangzhou, China, in November 2004 (this earlier meeting was co-organised by UNESCO-UNEVOC).

Within the framework of the 15th International Vocational Education and Training Association (IVETA) conference on "VET in the Context of Lifelong Learning", which took place on 21–24 August 2006 in Moscow, Russian Federation, UNESCO-UNEVOC, in collaboration with UNIP, organized a roundtable on 'Professionalisation of TVET Teachers/Trainers – An Issue for International Cooperation?' The purpose of the roundtable was to facili-

tate discussions on the international and regional implementation of Master's level degrees for TVET, as well as to support the worldwide exchange of information on the implementation processes for such degrees.

A third joint UNESCO-UNEVOC and UNIP activity in 2006-2007 was the workshop on "Innovation and Internationalisation in the Qualification of TVET Experts", which was held in Colombo, Sri Lanka, on 22-25 November 2006. This meeting was organised by the Department of Technical Education and Training of Sri Lanka (DTET), German Technical Cooperation (GTZ) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), UNIP and UNESCO-UNEVOC. Around 50 participants from Bangladesh, China, Germany, Malaysia, the Philippines, Sri Lanka and the United Kingdom discussed ways to substantiate the implementation of an international Master's degree programme for TVET in Sri Lanka, to develop and adopt models for cooperation in the South-Asian region, and to stipulate international research cooperation, especially in Asia.

UNESCO-UNEVOC is involved in providing technical advice and support to the Department of Higher Education in the People's Republic of China, to assist with a major reform project concerning TVET at the post-secondary level. Within the framework of this joint innovative project (JIP), UNESCO-UNEVOC gives expert advice on specific TVET issues. On 28-30 November 2006, a national meeting on TVET in China took place in Beijing. Thirty-five experts from the Ministry of Education, UNEVOC Centres and other TVET institutions met to share experiences and practices in JIP implementation, discuss and plan programme activities, and explore further inter-institutional cooperation within the JIP. Within the context of the JIP, training programmes for higher vocational teachers in China took place in 2007. These seminars introduced new theory and practice into Chinese TVET teacher education, as well as quality, international resources. The seminars aimed to reform the learning contents and curricula of TVET teacher education.

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, e.g. 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, and localisation, customisation 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 organised jointly with partner organisations.

The "Regional Symposium on the Development of Teaching and Learning Methods in TVET Programmes through the Use of ICTs" took place in Tunis, 20-22 November 2006. Thirty-three TVET experts from UNEVOC Centres from around the Arab States participated in this meeting, which was organised by UNESCO-UNEVOC and the UNESCO Offices Beirut, Rabat and Cairo, in collaboration with the



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Tunisian National Commission for UNESCO and the Ecole Supérieure des Sciences et Techniques de Tunis (UNEVOC Centre in Tunisia). The Symposium addressed the development of ICT-based teaching and learning methods in TVET in the Arab States. It was a follow-up to a regional meeting of TVET experts in Amman, Jordan, 1-3 August 2005. A project proposal on ICTs in TVET developed at this earlier meeting ranked third in the list of participants' priorities for cooperation. Moreover, ICT application in education and learning was a major aspect of a G8-BMENA Ministers of Education meeting held in Sharm El-Sheikh, Egypt, 23-24 May 2006.

The recommendations of the symposium in Tunis included:

- >> The establishment of a network of TVET experts from UNEVOC Centres in the Arab States to guide the development of strategies and programmes for the use of ICTs in TVET;
- >> The creation of a content management system for educational tools in Arabic;
- >> The identification and promotion of best practices in the region; and

- >> The development of an educational portal/website for the Arab Region that would enable practitioners and students to access important TVET information and knowledge.

The private sector was invited to support the UNEVOC Centres in the implementation of their initiatives in these areas.

As a result of the workshop in Tunis, the regional educational portal "Al Marsad" ("the Observatory") was established. It is a portal for the Arab States, especially for those countries that are involved in mutual efforts to enhance the development and use of new technologies in education, and to provide high quality educational tools and services. The main language of the portal is Arabic, but it can contain texts in French and English. The portal is hosted in Lebanon and supported and sponsored by UNESCO, the UNEVOC Centres in the Arab States, Ministries of Education and the private sector. The private sector has played and will continue to play a major role in the development and management of the portal.

It is planned that further cooperation between UNESCO-UNEVOC and the UNESCO Office Beirut will take place to follow up on the symposium in Tunis.

The 1st African UNESCO-UNEVOC TVET Summit "Access to and Inclusion in TVET in Africa Through New ICT-Based Solutions" was a special event within the annual Pan-African eLearning Africa conference. The Summit was held on 28 May 2007 in Nairobi. It brought together more than 150 TVET experts, policy makers, researchers and practitioners from Africa and around the world to share experiences, discuss strategies and implement mechanisms to promote and effectively integrate ICTs in TVET. In addition to the keynote addresses, which gave an overview of the status of TVET (and e-learning in TVET) in Africa, case study presentations illustrated the use of ICTs in TVET institutions in Kenya, Malawi and Zambia. A mobile learning project in South Africa and a media education project were also introduced. During the afternoon workshops, the participants discussed issues around online community building in TVET and the effective use of e-learning respectively. The Summit was supported by the Kenyan Ministry for



Education, the UNESCO Regional Office for Education in Africa (UNESCO/BREDA), the Commonwealth of Learning (COL), the German Federal Institute for Vocational Education and Training (BIBB), Capacity Building International (InWEnt) and the Open Polytechnic of New Zealand.

The TVET Summit was an important opportunity for UNESCO-UNEVOC to showcase the benefits and costs of the use of ICTs in TVET in Africa to a broad audience from African governments, NGOs, and businesses, as well as international development and donor agencies. The next TVET Summit will be held at eLearning Africa 2008 in Accra, Ghana.

eLearning Africa is an annual conference and the largest gathering of e-learning and distance education professionals in Africa. Nairobi was the location of the second conference. The first one took place in Addis Ababa, Ethiopia. eLearning Africa 2008 will be held in Accra, Ghana.

Youth employment and school-to-work transition

At the request of the Director-General's Office and the Section on Youth Affairs at UNESCO Headquarters, UNESCO-UNEVOC participated in the 3rd Global Youth Employment Summit (YES) in Nairobi, Kenya, 13-16 September 2006. The participation of UNESCO (and UNESCO-UNEVOC) in this important summit showed UNESCO's full support of the efforts of the YES campaign, which places young people at the centre of development initiatives by promoting the kinds of capacities and practical tools young woman and men need in order to create sustainable livelihoods. With regard to the challenges of youth employment, UNESCO-UNEVOC (in the framework of EFA) focuses on the promotion of quality education and training for all young people, with the aim of fostering skills and knowledge to facilitate the transition from school to work. Ensuring appropriate life skills and learning programmes through strengthening TVET and vocational content in secondary schools are significant objectives for UNESCO-UNEVOC in this regard.

The transition of youth and young adults from school to the world of work has become an important policy issue for the majority of countries worldwide. Changes in the nature of work and employment have weakened the prospects for long-term and secure jobs, even for the most educated young people. A high level of youth unemployment has become a global phenomenon, but it is particularly prominent in Asia and the Pacific. The region is home to over 45% of the world's young people without work (according to the most recent ILO report, 41.6 million young people in Asia/Pacific were unemployed in 2005).

Young people in Asia are three times more likely to be unemployed than adults, and young women are especially affected. Many governments believe that TVET can improve the employability of youth and be a major vehicle for facilitating the transition from school to the world of work.

'School-to-work transition' is a broad term that gained currency during the 1990s with a widespread renewed emphasis on labour market and educational reforms. It covers areas such as:

- >> Preparing school leavers for the world of work;
- >> Supporting young people through the transition process; and
- >> Developing strategies to increase initial employment opportunities.

TVET experts from selected UNEVOC Centres in Asia and the Pacific discussed strategies that prepare school-leavers for the world of work at a regional seminar on school-to-work transition in Tokyo, Japan, 23-30 January 2007. The meeting was organized by the Japanese National Institute for Educational Policy Research (NIER), in collaboration with UNESCO-UNEVOC.

An important issue raised at the seminar was how young people can be supported through the school-to-work transition process. Even though countries face different challenges in this regard and have developed varied approaches, the participants identified a series of common issues and strategies related to TVET as a pathway to the world of work.

Vocationalisation of higher education

In today's rapidly changing globalised economy, there is increasing pressure on higher education systems all over the world to rethink knowledge production and learning in order to produce graduates that are equipped with skills relevant to the world of work. The past ten or so years have seen many efforts to reorganise universities to meet the demands of the globalised knowledge society. In some cases, major organisational and epistemological shifts in the forms of knowledge production and learning have occurred, which have enormous implications on defining the role and mission of the university in modern day society.

The question how higher education and higher education research can respond to the challenges of the knowledge society was examined by education researchers, policy makers and practitioners at the fourth International Congress on Quality Management in Systems of Educa-

tion and Training (CIMQUSEF 2007). This congress took place on 17-19 April 2007 in Casablanca, Morocco. Issues addressed at the meeting included the relationship between higher education and industry, how to prepare students for the knowledge society, globalization and international mobility (internationalisation of higher education), and human resources development. Rupert Maclean, Director of UNESCO-UNEVOC, presented a keynote address on 'Vocationalisation of Higher Education: Issues, Concerns and Prospects'.



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TVET in Pacific secondary schools

There is much debate about the place of TVET in secondary schools in the Pacific. Secondary education is currently largely academic, catering mainly to students who aspire to white-collar jobs or entry into university. As a result, more and more students are being pushed out of the school system without the necessary skills for employment.

In order to explore new directions for school-based TVET, the Pacific Regional Initiatives for the Delivery of Basic Education (the PRIDE Project), in cooperation with the UNESCO-UNEVOC International Centre, the Pacific Association of Vocational Education and Training (PATVET) and the Palau Ministry of Education, brought together 36 educators from 15 countries around the Pacific at the sixth PRIDE Project regional workshop on "The Role of TVET in Pacific Secondary Schools: New Visions, New Pathways". The workshop took place in Koror, Palau, 15-22 November 2006, and was funded by the European

Union and the government of New Zealand.

The aim of the workshop was to reconceptualize the place of vocational education in secondary schools, and to explore strategies for integrating TVET programmes into the curriculum in a holistic way.

Specifically, the objectives were:

- >> To review contemporary global thinking about the role of TVET in secondary schools and examine the implications of these new ideas for the Pacific;
- >> To reconceptualize vocational education in the Pacific, especially with regard to local cultures and traditional ways of imparting skills for life and work;
- >> To explore a more holistic approach to secondary education through the integration of TVET and life skills;
- >> To consider transitions from school-based TVET to the world of work;
- >> To examine the interface between school-based and post-school TVET, and between formal and non-formal TVET; and
- >> To recommend strategies for the implementation and delivery of TVET.

Rupert Maclean, Director of UNESCO-UNEVOC, and Perive Lene, President of PATVET, were the two resource persons at the meeting.

The highly successful workshop marks a significant strengthening of relationships between the Pacific nations and UNESCO-UNEVOC. The Pacific countries comprise more than 8% of the total membership of UNESCO. Yet because of their isolation and very small populations, they sometimes remain on the fringe of UNESCO activities. The PRIDE team is committed to build a strong partnership with UNESCO-UNEVOC in order to benefit TVET in the Pacific nations.

Rethinking education in the Marshall Islands

In the Republic of the Marshall Islands (RMI), the matter of strengthening and upgrading TVET is an important educational issue. The population of the RMI is growing, despite high out-migration to the USA, and there is increasing urbanisation. Seventy percent of the people now live in Majuro and Ebeye. This situation makes subsistence lifestyles impossible for many families. It also creates food and housing shortages, places high demand on a limited infrastructure, and adds to escalating social prob-

lems. Sixty-five percent of the population is under the age of 24, which creates a high dependency ratio and large household size. There are significant shortages in almost all professions and trades in the Marshall Islands. Foreign workers are often recruited to fill positions. Many Marshallese also lack basic competencies in English literacy, numeracy, critical thinking and other life skills that are necessary for employment and advancement.

Marshall Islands education experts, ministers and other high level officials gathered from 25 February to 2 March 2007 at the national "Rethinking Education Conference" to develop a human resource development framework that includes a national training policy. In addition, the importance of indigenous knowledge was examined. Rupert Maclean, Director of UNESCO-UNEVOC, was one of two keynote speakers at this conference. His speech focussed on vocationalisation of secondary education.

In light of the outcomes of the conference, the Marshall Islands plan to redraft their education bill to better reflect TVET, and increase funding for the provision and development of TVET. Education officials regarded Rupert Maclean's contribution to the conference as particularly important and influential in this regard. The Marshall Islands will continue to involve UNESCO-UNEVOC in the advancement of TVET and will organise follow-up activities to the workshop.

International cooperation in skills development in South-East Asia

TVET experts from various areas of the world reflected on contemporary trends in international skills development at a meeting of the Working Group for International Cooperation in Skills Development. This meeting took place in Hong Kong, China, 15-16 February 2007, and was entitled "Skills Development Policies and International Cooperation in East- and South-East Asia". It was hosted by the Comparative Educational Research Centre (CERC), which is based at the Hong Kong University. A representative of UNESCO-UNEVOC gave a presentation on the UNESCO-UNEVOC approach to skills development in Asia.

The Working Group for International Cooperation in Skills Development, of which UNESCO-UNEVOC is a member, is an informal group of bi- and multilateral donor agencies and international organisations involved in assistance to vocational and technical skills development worldwide. It is a forum to promote the exchange of new ideas and good practices, highlight key issues in the field of skills development and stimulate dialogue among its members. The Working Group meets at least once a year, and the meetings are hosted and financed on an ad-hoc basis by its members.

2.2 Promoting cross-cutting themes

Livelihood skills development

UNESCO-UNEVOC has developed a "Skills Development Package for Learning and Working". The aim of the package is to help facilitate the organisation and implementation of TVET awareness and motivation campaigns for marginalised groups in least developed countries. The idea behind the campaign is to offer a platform, and enable an environment, to motivate people living in adverse economic conditions to enrol in TVET courses and take up self-employment activities to improve their economic situation. The backbone of the package is a set of DVDs, which is complemented by a series of documents that assist teachers/trainers in preparing and carrying out local campaigns. The package became available in 2005 and was disseminated in 2006-2007. It has been in very high demand, particularly by organisations that work in informal TVET in developing countries.

HIV/AIDS and TVET

HIV/AIDS has a tremendous impact on education and training as well as on the labour force in many countries in Sub-Saharan Africa. The TVET systems of the countries most affected by the pandemic therefore need to address this issue. At the UNESCO-UNEVOC workshop on "UNEVOC Network, UNEVOC Mapping and Strategies for Policy Reform and HIV/AIDS Preventive Education" (Lilongwe, Malawi, 5-9 December 2005), participants developed project ideas on how to utilise the UNEVOC Network to integrate HIV/AIDS preventive education into TVET. As a follow-up in 2006-2007, UNESCO-UNEVOC provided a small grant to the Botswana Training Authority (BOTA – UNEVOC Centre in Botswana) and the Zambian Technical, Entrepreneurial, and Vocational Education and Training Authority (TEVETA – UNEVOC Centre Zambia) to study and document experiences, lessons learnt, and challenges faced in mainstreaming HIV and AIDS in TVET in Botswana and Zambia. The study was also meant to come up with recommendations outlining possible areas of collaboration between the two institutions, and suggestions on how the mainstreaming HIV/AIDS in TVET curricula in Botswana and Zambia could be enhanced.

The study was organized around four issues: institutionalisation of HIV and AIDS in BOTA and TEVETA structures; inclusion of HIV/AIDS in the learning process; support to public and private vocational training institutions; and liaison with the key stakeholders in mainstreaming HIV/AIDS. It concluded that while both countries have made a lot of progress in mainstreaming of HIV/AIDS in the TVET sector, improvements are still necessary, especially in the areas of cross-cutting curriculum development, provision of funding, appropriate teacher/trainer education, and measurement of the effectiveness of the interventions.

TVET and lifelong learning

Falling birth rates and rising average life expectancy have led to an unprecedented demographic change in many developed countries and many countries in transition. Populations are getting older, which affects societies at all levels. The financial and labour market implications of ageing societies have caused many governments around the world to rethink the way in which they view their older citizens. Today, older people are encouraged to stay in the workforce longer, and to update their skills or re-learn entirely new sets of skills. This has resulted in a gradual transformation of the student base of TVET providers and is changing the nature of education and training itself.

'Re-skilling for All? The Changing Role of TVET in Ageing Societies' was a key issue of discussion among the international experts who participated in the meeting "TVET in an Ageing Society", 3-6 October 2006 in Adelaide, Australia. The meeting was jointly organized by UNESCO-UNEVOC, the Australian National Centre for Vocational Education Research (NCVER), the Korea Research Institute for Vocational Education and Training (KRIVET) and the Colombo Plan Staff College for Technician Education (CPSC). It was hosted by NCVER in Adelaide. Eight presentations on key aspects of TVET in ageing societies formed the basis of the discussions.

In light of the points raised by the participants, the papers presented will be revised and published in the UNESCO-UNEVOC International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Education. They will also be posted on the NCVER website.

With regard to enabling lifelong learning, the recognition, validation and accreditation of non-formal and informal learning and experience is an important issue. UNESCO-UNEVOC was invited to join an interagency meeting on this topic organized by the UNESCO Institute of Lifelong Learning (UIL) in Hamburg on 21-22 November 2006. The objectives of the meeting were to consult lead agencies in the area of recognition of non-formal and informal learning, and to create synergies with them; to determine priority topics and key questions for UIL's international research; to identify core areas of work and a time framework; and to discuss the preparation of policy guides (including a dissemination and capacity-building strategy).

3. TVET FOR SUSTAINABLE DEVELOPMENT

People in every country of the world must plan for, cope with, and find solutions to issues that threaten the sustainability of our planet. Involving the three spheres of environment, society and economy, education for sustainable development (ESD) can assist people to understand and address the global issues that affect the sustainability of communities and nations.

UNESCO's guiding 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." The Bonn meeting, together with the Bonn 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. To guide the international coordination of the DESD, UNESCO developed an action plan with 9 thematic programme areas. Thematic Programme 4 focuses on "Integrating ESD into TVET", with UNEVOC as lead partner in its development and implementation. Spanning the five biennia of the DESD, a draft set of goals, activities and milestones were developed. They are:

- >> TVET teacher education: to increase awareness and understanding of ESD among teachers/trainers in the areas of formal, non-formal and informal TVET.
- >> Private sector: to broaden private sector engagement in educational initiatives in the area of TVET and ESD, especially in developing countries, countries in transition and those in a post-conflict situation.
- >> Dissemination of innovative practices: to further develop TVET learning materials and tools oriented towards sustainable development.
- >> Capacity building for skills improvement and enhanced employability: to integrate ESD issues and concerns into TVET, in particular in the water and

sanitation sectors.

- >> Increasing access to ESD information in relation to TVET: to share and promote international best practice in TVET for sustainable development through meetings, conferences, publications, and an interactive UNEVOC web platform.
- >> Initiation of ESD focussed projects: to promote synergies among the members of the UNEVOC Network and to increase interagency collaboration to achieve ESD goals.

The UNESCO-UNEVOC International Centre undertook varied activities in each of these areas in 2006-2007.

TVET for sustainable development – opportunities and challenges

About 70 TVET experts from around Asia and several European countries gathered in Ho Chi Minh City, Vietnam, on 2-5 July 2006 to share and discuss current examples of international best practice in reorienting TVET for sustainable development.

The international conference "TVET for Sustainable Development – Opportunities and Challenges" was jointly organised by UNESCO-UNEVOC, RMIT International University Vietnam, and RMIT Melbourne. Co-sponsors included the Colombo Plan Staff College for Technical Education, the Korean Research Institute on Vocational and Technical Education (KRIVET), the Australian National Centre for Vocational Education Research (NCVER), the



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Norwegian Institute for Water Research (NIVA), Capacity Building International (InWent) and the Australian Government's Overseas Aid Program (AusAID).

The conference aimed to emphasise the importance of TVET for sustainable development as a key part of the agenda to be followed during the UN Decade of Education for Sustainable Development.

In particular, the discussions focussed on:

- >> Reviewing the nature, purpose and scope of development and sustainable development, and the relevance of the changing international discourse for TVET;
- >> Analysing invited case studies of best practice in reorienting TVET for sustainable development;
- >> Examining the opportunities for, and challenges to, reorienting TVET for sustainable development; and
- >> Identifying strategies to build capacity in reorienting TVET for sustainable development.

The conference papers, along with other commissioned contributions, will be published in 2008 in the UNESCO-UNEVOC Book Series on Technical and Vocational Education and Training: Issues, Concerns and Prospects (initially published in English, with possibilities for further UN languages, such as Chinese, French and Russian).

The book will address an international audience of policy makers, researchers and practitioners, especially in UNESCO Member States and UNEVOC Centres. It will be widely distributed worldwide to partner agencies within the UN system, international multi- and bi-lateral funding agencies, non-governmental organisations and other relevant individuals and organisations with an interest in TVET as well as in sustainable development. This wide scope will ensure that the important matter of TVET for sustainable development becomes a key part of the agenda to be followed during the remaining years of the Decade of Education for Sustainable Development.

UNESCO-UNEVOC, in collaboration with the Office of the Vocational Education Commission, Thailand, organised a panel session on the topic 'Technical and vocational education and training in support of education for sustainable development: opportunities and challenges' at the 11th UNESCO-APEID International Conference on "Reinventing Higher Education: Toward Participatory and Sustainable Development". The conference took place on 12-14 December 2007 in Bangkok, Thailand. The purpose of the conference was to facilitate a paradigm shift by highlighting the role of universities and other higher education institutions in balancing social inequalities and in formu-

lating sustainable solutions with, and for, people so that they can have equal access to the benefits of a globalizing world. The conference was attended by some 300 participants from over 30 countries in the Asia-Pacific region. At the UNESCO-UNEVOC session, which was chaired by the Centre's director Rupert Maclean, TVET specialists from Mongolia, Australia, the Colombo Plan Staff College in the Philippines, and SEAMEO VOCTECH in Brunei held presentations. The session was successful, with high quality presentations, followed by a lively question and answer session afterwards.

TVET for All – a master key for sustainable development?

On 7 December 2006, UNESCO-UNEVOC and International Capacity Building (InWent) jointly organized a roundtable on "TVET for All – a Master Key for Sustainable Development?" during the tenth International Conference of the Asia-Pacific Programme of Educational Innovation for



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Development (APEID). The conference took place in Bangkok, Thailand. The highly successful and informative roundtable was co-chaired by Rupert Maclean, Director of UNESCO-UNEVOC, and Dr Harry Stolte, Department of Modern Media and Curriculum Development in VET at InWent. Prof. John Fien (RMIT University – UNEVOC Centre in Australia) and Dr Stolte provided a general introduction to the topic and explained the relevance of TVET for sustainable development. They suggested avenues to move from "an idealistic vision to a holistic approach". Their presentations were complemented by Dr Ligaya Valmonte (Don Mariano Marcos Memorial University, The Philippines), who spoke about the activities and experiences of selected international organizations that work in TVET in the Asia-Pacific region, and by Dr Nguyen Viet Thang (Viet Nam) and Dr Bambang Trisulo (Indonesia), who shared case studies on improving TVET in their countries.

The APEID Conference was successful in meeting its key objectives to strengthen coordination and collaboration among APEID Network members, raise awareness and understanding of education for sustainable development (ESD) and serve as a catalyst for the creation of ESD action plans. APEID will continue to work in close cooperation with its partners to ensure that the principles of sustainable development are integrated into the education systems in the region.

TVET for clean water

TVET plays an important role in the water sector, providing skills for a wide range of activities, from plumbing to other forms of freshwater distribution, desalination, drinking water treatments, quality analysis and sewage treatment. The promotion of best practices and guidelines is needed to advance high-quality water-related TVET and to adapt to the changes in infrastructure and pressures from climate and demographics. Overall, there is a need to improve linkages between those engaged in water-related education at the TVET level and those working at the tertiary and school levels. There are also needs with regards to the accreditation of water technicians.

The UNESCO-UNEVOC International Centre is a member of the UNESCO Working Group on Water Education and Capacity Building for Sustainable Development. This inter-sectoral body, which was established by the Science and Education Sectors of UNESCO, aims to raise awareness and advance water education for communities, and the education sector.

UNESCO-UNEVOC has a crucial role in the working group in the area of skills development and employability. In collaboration with UNESCO's International Hydrological Programme (IHP) and UNESCO Jakarta, UNESCO-UNEVOC focuses on expanding the integration of principles and technologies for sustainable water management, assessment, supply, treatment, services, and conservation into the education and training of water technicians.

The workshop "Needs Analysis for Training, Capacity Building and Skills Development in the Water and Sanitation Sector in Viet Nam" took place in Ha Long, Viet Nam, on 3-5 December 2006. It was jointly organized by UNESCO-UNEVOC, Capacity Building International (InWEnt), the Norwegian Institute for Water Research (NIVA) and the Vietnamese UNEVOC Centre. Participants at the workshop assessed existing training programmes in the water supply and sanitation sector in Viet Nam. They found that there is a lack of adequate training of technicians and other occupational groups and identified capacity-building and training needs. The outcomes of the workshop formed the basis for the elaboration of a project proposal on "Poverty Alleviation in Urban and Rural Areas

in Vietnam: Capacity Building and Skills Development to Enhance Employability in the Water and Sanitation Sector". This project addresses the problems of water pollution, impure water supply and inadequate wastewater treatment that adversely affect the health and economic well-being of communities. It contributes to institutional strengthening and the development of a qualified workforce to achieve greater access to clean water and adequate sanitation through the development of appropriate TVET curricula and resources, the training of trainers, and the delivery of training.

A project team, consisting of UNESCO-UNEVOC, UNESCO Jakarta, UNESCO IHP, InWEnt and NIVA, was set up, and as a next step after the workshop in Ha Long, the project team initiated a preliminary study to fine-tune the project proposal and determine priorities. The outcome of the study suggested three priority areas for the project: Hanoi and the two rural provinces Tien Giang (Mekong Delta) and Quang Nam (Central Viet Nam). The project will span over a three-year period (2007-2010) and consist of four phases. The first phase (needs assessment and analysis with stakeholders) was already carried out at the workshop in Ha Long in 2006. Phase II will focus on the development of a qualifications framework and competency standards, followed by the development of curricula and training materials. In Phase III, training programmes will be implemented in the priority areas. Phase IV will establish a national network of trainers, and best practices and lessons learnt will be disseminated to UNEVOC Centres in Asia and other regions.

TVET for sustainable development in China

In 2007, a research project on "Developing Innovative Approaches to Education for Sustainable Development: TVET Curriculum Reform in China" was launched. This research project focuses on facilitating curriculum reform in TVET in China through the development of contextually-based, innovative approaches to the teaching and learning of issues relevant for sustainable development.

The longer-term project involves academics, policy-makers and administrative staff from institutes in different regions in China that represent the diversity of TVET contexts: western and eastern provinces, developed and less developed provinces, urban and rural areas. It focuses on researching conditions and approaches required for initiating and supporting curriculum reform in the area of educating for sustainable development.

The project is jointly implemented by the UNESCO-UNEVOC International Centre, Griffith University (UNEVOC Centre in Australia), and Zhenjiang Technology Institute of Economy (UNEVOC Centre in China) (see also section on UNEVOC Networks).

Towards sustainable global health

Sustainable global health is an integral part of the UN Millennium Development Goals (MDGs) and plays a key role for global stability and social and economic progress. The international conference "Towards Sustainable Global Health" (Bonn, Germany, 9-11 May 2007) addressed a broad range of issues related to human health, including TVET as a tool for the private sector to use workplaces as a route and means for health education.

The conference was organised by UNESCO-UNEVOC, the UN University Institute for Environment and Human Security (UNU-EHS), the International Labour Organization (ILO), the International Human Dimensions Programme on Global Environmental Change (IHDP), and the University of Bonn Institute for Hygiene and Public Health (WHO CC).



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The idea for the conference resulted from the realisation that there will be no poverty alleviation without control of serious public health threats, no economic prosperity and sustainability without a healthy workforce, and no social stability and peace as long as people suffer from insufficient health services, malnutrition, pandemics such as HIV/AIDS, or from lack of safe water.

While these issues are addressed among researchers, practitioners and policy-makers, a successful strategy for sustainable health must reach out to and involve people at the local level and in their individual capacity. It is important to teach individuals how to maintain their health and working ability, and it is equally important to raise awareness among enterprises and occupational health services about their responsibility to maintain a healthy workforce. TVET is an important mechanism to distribute information on sustainable public health and promote its key elements, including health competence and hygiene. Furthermore, the knowledge one acquires through TVET can also be applied at home, and TVET students and workers can turn into multipliers who improve their families' and communities' health and safety.

At the conference, a UNESCO-UNEVOC/ILO parallel session on promoting health and hygiene in and through the workplace took place. In this session, the role of TVET in promoting sustainable global health was examined from two angles:

- >> TVET as a means to increase the knowledge and competences of students and workers with regard to health and hygiene (this includes personal as well as occupational health); and
- >> TVET for key professions (sustainable health can only be achieved if personnel working in the areas of health care, water and sanitation, waste management, food processing, etc. have received high quality TVET).

TVET teacher education towards sustainability

Improving the quality of teacher education, including TVET teacher education, is vital for achieving the goals of the EFA campaign as well as the DESD. To identify ways in which sustainability can be integrated into TVET teacher education and capacity building programmes (and through them into national TVET systems in general), UNESCO-UNEVOC, together with its partners Capacity Building International (InWEnt), the Asia-Pacific Programme of Educational Innovation for Development (APEID) and the UNESCO Chair on Reorienting Teacher Education to Address Sustainability (York University), organized the "International Consultation on Education for Sustainable Development". This meeting was held on 19-24 August 2007 in Chiang Mai, Thailand. It was supported by the Office of the Vocational Education Commission (OVEC) and the Ministry of Education, Thailand.

Forty TVET experts from 17 countries, including Australia, Canada, China, Thailand and Vietnam participated in the consultation. The focus of their discussions was on inte-

grating issues of sustainability into TVET teacher education and capacity building programmes in the Asia-Pacific region. The specific objectives of the meeting were to

- >> Map the contribution of TVET teacher education to education for sustainable development (ESD) in general;
- >> Identify ways to strengthen the contribution of TVET teacher education to ESD; and
- >> Develop an agenda and action plan for research, programme profiling and programme development in the area of TVET teacher education and ESD.

The main outcomes of the meeting were:

- >> A framework that identifies the scope of the contribution of TVET teacher education to ESD;
- >> An articulation of the issues TVET teacher education faces with regard to strengthening the contribution of TVET to ESD;
- >> The development of approaches, including an agenda

and action plans for research, programme profiling and programme development, that strengthen the contribution of TVET teacher education to ESD; and

- >> Recommendations to the UNESCO-UNEVOC International Centre on how the Centre and the UNEVOC Network can best contribute to the agenda and action plans.

In light of the outcomes of the meeting, UNESCO-UNEVOC and its partner agencies will continue to foster the integration of issues of sustainable development in TVET teacher education.

TVET and ESD: Engaging the private sector

In 2007, UNESCO-UNEVOC undertook a number of activities with a focus on corporate sector involvement in TVET for sustainable development. An engagement of the private sector in this area is crucial, since TVET often takes place at the workplace, and sustainable corporate practices are key to strengthening the three pillars of sustainable development. A consultative meeting on how education and training for sustainable development (ESD)



can be integrated into corporate sector training and capacity building programmes took place at the UNESCO-UNEVOC premises in Bonn on 23-25 May 2007. It was jointly hosted by UNESCO-UNEVOC and the UNESCO DESD Secretariat (UNESCO Headquarters), and organised in collaboration with several partners, including the UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID), the United Nations Environment Programme (UNEP), Capacity Building International (InWEnt), and the German Federal Institute for Vocational Training (BIBB).

Companies with a strong record of engagement in education and training for sustainable development attended this meeting and presented case studies of their activities. These included corporate training programmes for employees; training programmes for clients and employees of firms along the supply chain; partnerships with local organisations to provide community information and education programmes; and assisting education facilities with sustainability-related teaching. The case studies presented at the meeting can offer important lessons for other firms to guide their involvement in ESD.

On 8-10 October 2007, the UNESCO-UNEVOC International Centre participated in the 12th International Business Forum on "Business and the Millennium Development Goals (MDGs) - Business Engagement for Governance". The Forum took place in Washington D.C., USA. The Centre was represented by its Director, Rupert Maclean, and also invited James Robey, Programme Manager at Capgemini (UK) to participate. The International Business Forum was organized as a collaborative activity between Capacity Building International (InWEnt) and the World Bank Institute, and UNEVOC, supported by the Japanese Funds in Trust (JFiT), was invited to elaborate on public private partnership (PPP) in the area of TVET for sustainable development in general, and on the activities of UNESCO-UNEVOC in particular. Rupert Maclean gave a keynote presentation on 'Education for Sustainable Development: Lessons from the Private Sector' in the plenary session of the Forum. His presentation highlighted the need for new paradigms for both development and learning for the world of work. James Robey shared his perspective on changes in the corporate business environment and how this transformation can provide significant opportunities for NGOs to cooperate with business in addressing the MDGs.

The 1st UNESCO-UNEVOC virtual conference took place from 22 October to 10 November 2007. This email- and Internet-based conference, which focussed on TVET for a sustainable future, attracted 106 TVET experts from 49 countries around the world. Thirty-five participants were from Africa, 3 from the Arab States, 31 from the Asia-Pacific region, 29 from Europe / North America, and 8 from Latin America.

The broad international involvement enabled the participants to share different interpretations of the relationship between sustainable development/sustainability and TVET. They also identified pathways to reorient TVET for sustainable development, including involvement of the private sector.

"I have to confess that, for the first time ever, I am happily overwhelmed with emails!" Ana

UNESCO-UNEVOC is very pleased about the success of this first virtual conference and the very positive feedback from the conference participants. The Centre is committed to continue to use online media to facilitate knowledge sharing in TVET. It will host further virtual conferences on crucial TVET issues in the upcoming biennium 2008-2009.

On 6-7 November 2007, the international experts meeting "Corporate Social Responsibility and Education for Sustainable Development (ESD): Advancing the Partnership" took place in Bonn. The meeting was jointly organised by UNESCO-UNEVOC and Capacity Building International (InWEnt), in partnership with the UNESCO DESD Secretariat and the International Hydrological Programme (both based at UNESCO Headquarters), and in association with the Asia Pacific Programme of Educational Innovation for Development (APEID). It was supported by the Japanese Funds in Trust for ESD. The main purpose of the meeting was to review and prioritize the outcomes and suggestions of all previous international UNESCO-UNEVOC activities in 2007 in the area of public private partnership for TVET for sustainable development, and to develop a strategy to implement these.

Twenty-four TVET and ESD experts from the corporate and education sectors from different world regions, as well as international agencies, participated in this meeting. Several recommendations were made for engaging more closely with business and industry. They included exploring ways in which learning-based approaches to sustainable development can be disseminated more widely across the corporate sector to include small and medium enterprises, especially in developing countries, economies in transition and areas emerging from conflict.

In partnership with UNESCO Headquarters, the UN Environment Programme (UNEP) and the Government of India, and hosted by the Center for Environmental Education, Ahmedabad, India, UNESCO-UNEVOC organized the 4th International Conference on Environmental Education, which took place on 22–30 November 2007 in Ahmedabad, India. More than 1,200 participants from 80 countries attended this meeting. They represented the environment and health sectors, civil society, the corporate sector, universities, governments, UN agencies and other societal actors. The conference provided a platform to share experiences and best practices, and to exchange ideas and information, about ongoing and planned initiatives in environmental education (EE) and ESD. The participants also discussed the challenges for EE as a champion of ESD and explored and established partnerships to further the cause of sustainability across all sectors of the international community.

During the working group session "Teacher Education: A crucial contribution to the UN DESD", the Director of UNESCO-UNEVOC, Rupert Maclean, presented a keynote presentation on 'TVET Teacher Education Towards Sustainability in the Asia-Pacific Region: Main International Issues and the Activities of the UNESCO-UNEVOC International Centre'. In his presentation, he referred to the educational needs of the changing world of work and the challenges TVET faces in meeting the primary goals of the DESD. Among other things, the working group identified issues and concerns in the field of TVET teacher education, especially regarding the role of TVET teachers/trainers in fostering ESD through partnerships with the industry sector.

The outcomes of the conference include the "Ahmedabad Declaration 2007: A Call to Action" and recommendations entitled "Moving forward from Ahmedabad... Environmental Education in the 21st Century".

Tools for TVET and Sustainable Development

In 2006, two regional activities were launched in the Arab States and in the Baltic region to review and evaluate current good practice in the area of TVET for sustainable development, and to develop new resources in this field. The project for the Baltic States, entitled "UNEVOC Research Project on ICT Tools for Education for Sustainable Development", was launched at an initial workshop on 8–11 January 2006 in Helsinki, Finland. The workshop brought together 32 e-learning and sustainable development experts from Germany, Australia, Finland, Russia, Estonia, United Kingdom, Latvia, Lithuania, and the Netherlands. This large research project spans over several years and involves all five Baltic countries. It contains the following elements:

- >> Country-based assessments, including identification of the most suitable topics for ESD and an evaluation of existing innovative and best practices;
- >> The development of digital ESD resources for TVET and technology education in the five regional languages plus English;
- >> The strengthening of TVET teacher training on ESD through ICT tools; and
- >> Research on learning processes and learning outcomes with the goal to develop a new learning culture with particular reference to TVET.

A similar project idea was developed at the Arab States regional workshop on "TVET for Sustainable Development" (Manama, Bahrain, September 2005), where delegates from regional UNEVOC Centres were concerned about the lack of learning tools available to teachers wishing to integrate sustainable development into TVET programmes. According to regional experts, there are almost no suitable learning resources available in Arabic, and UNESCO-UNEVOC was asked for assistance in meeting this challenge. At the end of 2006, TVET experts from Egypt, Jordan, Lebanon, Oman and Syria were asked to collect good practice examples of integrating sustainable development into TVET in their countries. These case studies reflect the nature and reality of education and training programmes in the Arab States and highlight different approaches TVET institutions have taken to integrate issues of sustainability into their programmes. They also demonstrate the important role of the UNEVOC Network in the implementation of relevant national and regional programmes.



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4. PUBLICATIONS AND INFORMATION PROGRAMME

4.1 Publications

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. The publications range from books and case studies to proceedings of conferences, seminars and workshops. All titles are generally published in English and sometimes also in French, Arabic and Spanish. Other languages are used in specific circumstances.

Given the rapid expansion of technology, even in the developing world, 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.

UNESCO-UNEVOC International Library of Technical and Vocational Education and Training

Editor-in-Chief: Rupert Maclean

Throughout 2006–2007, UNESCO-UNEVOC continued its work on the International Library of Technical and Vocational Education and Training. The Library is a comprehensive publications project comprising a number of strands. It showcases best practices and innovative approaches to skills development for employability and seeks to create an effective bridge between research, policy and practice. It is an ongoing project, and publications prepared as part of the Library complement each other. Elements of the Library are:

- >> UNESCO-UNEVOC International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Education;
- >> International Handbook of Technical and Vocational Education and Training Research;
- >> UNESCO-UNEVOC Book Series "Technical and Vocational Education and Training: Issues, Concerns and Prospects";

- >> UNESCO-UNEVOC Discussion Papers;
- >> UNESCO-UNEVOC Annotated Bibliographies of Technical and Vocational Education and Training; and
- >> UNESCO-UNEVOC Case Studies of Technical and Vocational Education and Training in Selected Countries.

Many of the publications are published by Springer Science and Business Media, others by UNESCO-UNEVOC and partner agencies. 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.

In 2006–2007, the following elements of the International Library were published:

UNESCO-UNEVOC Book Series "Technical and Vocational Education and Training: Issues, Concerns and Prospects"

Series Editor: Rupert Maclean

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 practices, explores controversial issues and uses case studies as examples.

Topics covered in the Book Series include the vocationalisation 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 five titles were published in 2006–2007:

Training for Work in the Informal Micro-Enterprise Sector – Fresh Evidence from Sub-Saharan Africa

Hans Christiaan Haan

2006, published by Springer, Dordrecht, Netherlands
English, 279 pages

ISBN-10: 1-4020-3827-5; ISBN-13: 978-1-4020-3827-3

The Transformation of Vocational Education and Training (VET) in the Baltic States – Survey of Reforms and Developments

Frank Bünning

2006, published by Springer, Dordrecht, Netherlands
English, 173 pages

ISBN-10: 1-4020-4340-6; ISBN-13: 978-1-4020-4340-6

Identities at Work

Alan Brown, Simone Kirpal and Felix Rauner (eds.)

2007, published by Springer, Dordrecht, Netherlands
English, 407 pages

ISBN-10: 1-4020-4988-9; ISBN-13: 978-1-4020-4988-0

Work, Subjectivity and Learning

Stephen Billett, Tara Fenwick and Margaret Somerville (eds.)

2007, published by Springer, Dordrecht, Netherlands
English, 275 pages

ISBN-10: 1-4020-5359-2; ISBN-13: 978-1-4020-5359-7

International Perspectives on Teachers and Lecturers in Technical and Vocational Education

Phillipp Grollmann and Felix Rauner (eds.)

2007, published by Springer, Dordrecht, Netherlands
English, 322 pages

ISBN 978-1-4020-5703-8

UNESCO-UNEVOC Discussion Papers

Editors: Rupert Maclean and Natalia Matveeva

The UNESCO-UNEVOC Discussion Papers facilitate the dissemination of crucial research and innovative ideas in TVET. They are shorter documents that aim to stimulate debate about TVET issues and promote the field. The topics covered in the Papers published to date range from orienting TVET for sustainable development to 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 2006–2007 in print and/or electronic format:

The 6Es plus Education Makes Seven: Why Is Education Central to the Youth Employment Summit (YES) Campaign?

2006, published by UNESCO-UNEVOC

English, 12 pages

ISSN 1817-0382 (online version)

Research for TVET Policy Development

Jon Lauglo

2006, published by UNESCO-UNEVOC and Capacity Building International (InWEnt)

English, 28 pages

ISBN 3-937235-94-9

The Bologna Declaration and Emerging Models of TVET Teacher Training in Germany

Frank Bünning and Alison Shilela

2006, published by UNESCO-UNEVOC and Capacity Building International (InWEnt)

English, 39 pages

ISBN 3-939394-00-9

The Development of a National System of Vocational Qualifications

2006, published by UNESCO-UNEVOC and the Scottish Qualifications Authority

English, 29 pages

ISSN 1817-0374

Participation in Formal TVET Worldwide. An Initial Statistical Study

2006, published by UNESCO-UNEVOC and the UNESCO Institute for Statistics (UIS)

English; 105 pages

ISBN-10: 3-00-020134-3; ISBN-13: 978-3-00-020134-3

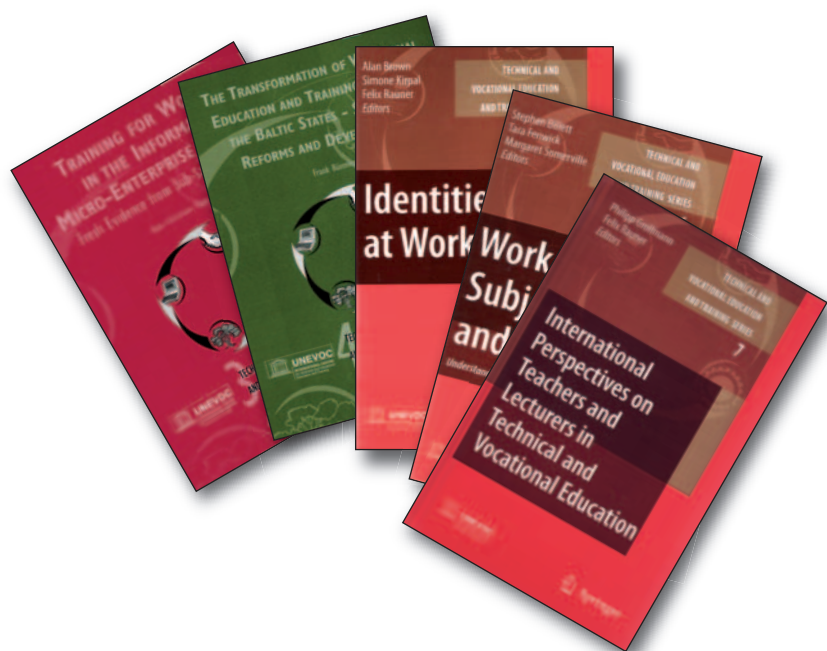
Approaches to Action Learning in TVET

Frank Bünning

2007, published by UNESCO-UNEVOC and Capacity Building International (InWEnt)

English, 59 pages, ISBN 978-3-939394-13-6

Chinese, 59 pages, ISBN 978-3-939394-19-8



Education for Livelihoods and Civic Participation in Post-Conflict Countries: Conceptualizing a Holistic Approach to TVET Planning and Programming in Sub-Saharan Africa 2007, published by UNESCO-UNEVOC in collaboration with the University of Oxford, UK

English, 30 pages
ISSN 1817-0374

Also in 2006-2007, the manuscript of the UNESCO-UNEVOC International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Education was finalised. This publication is a comprehensive, six-volume handbook of cutting edge developments in research, policy and practice in TVET. It will be published by Springer Science and Business Media in November 2008. Other publications to be published in 2008 include the International Handbook of Technical and Vocational Education and Training Research, several books in the Book Series, and case studies of TVET in Sub-Saharan Africa and South-East Asia.

UNEVOC Bulletin and Forum

Editors: Maja Zarini and Natalia Matveeva

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. Published alongside the Bulletin is a supplement called UNEVOC Forum. Researchers, policy makers and practitioners from around the world are invited to contribute their views in the Forum, in the form of a longer article on a

key issue, concern or prospect regarding TVET. The Forum is distributed with the Bulletin, but is also available separately. Both publications are published in print as well as in digital format.

In 2006-2007, UNESCO-UNEVOC produced two issues of the Bulletin and three editions of the Forum. In addition to the already existing English, French, Spanish and Arabic versions, the most recent issues of the Bulletin and Forum were published in Chinese, Portuguese and Russian. Each issue of the print version was delivered to around 3000 individual or institutional recipients. Approximately 4000 copies were distributed in English, 1600 copies in French, 500 in Arabic, 900 in Chinese, and 670 in Spanish. The Portuguese and Russian versions of the Bulletin and Forum are currently only available in digital format. Around 530 recipients received the digital version of the Bulletin and Forum in the various languages in 2006-2007.

Other UNESCO-UNEVOC publications

In addition to the publications that form the International Library of Technical and Vocational Education and Training, UNESCO-UNEVOC publishes stand-alone publications. In 2006-2007, these included:

Communication and Learning in the Multicultural World
Pekka Ruohotie and Rupert Maclean (eds.)
2006, published by the University of Tampere, Finland
English, 400 pages
ISBN 951-44-6662-4

Learning to Do: Values for Learning and Working Together in a Globalised World.
UNESCO-APNIEVE Sourcebook No. 3 for Trainers, Teachers and Students in the Area of TVET

Lourdes R. Quisumbing and Joy de Leo (eds.)
2006, published by Renmin Jiaoyu Chubanshe, Beijing
Chinese, 230 pages
ISBN 7-107-19537-9

(the original English version of the sourcebook was published by UNESCO-UNEVOC and UNESCO-APNIEVE in 2005)

TVET Teacher Education on the Threshold of Internationalisation

Frank Bünning and Zhi-Qun Zhao (eds.)
2006, published by UNESCO-UNEVOC and Capacity Building International (InWEnt)
English, 251 pages (also available on CD-ROM)
ISBN 3-939394-01-7

Learning and Teaching for the Twenty-First Century
Rupert Maclean (ed.)

2007, published by Springer, Dordrecht, Netherlands
English, 324 pages
ISBN 978-1-4020-5772-4



UNESCO-UNEVOC in Action: Report of Activities 2004-2005
Prepared by Karina Veal and Maja Zarini
2006, published by UNESCO-UNEVOC
English, 37 pages

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. In the 2006-2007 biennium, these were:

Regional Experts Meeting 'TVET Joint Projects in the Arab States', Amman, Jordan, 1-3 August 2005
2006, published by UNESCO-UNEVOC
English/Arabic, 24 pages

International Seminar 'Vocational Content in Mass Higher Education? Responding to the Challenges of the Labour Market and Workplace', Bonn, Germany, 8-10 September 2005
2006, published by UNESCO-UNEVOC
English, 26 pages

Regional Workshop 'The Role of Education and Training in Sustainable Development', Manama, Kingdom of Bahrain, 19-21 September 2005
2006, published by UNESCO-UNEVOC
English, 32 pages

Training Seminar 'International Approaches to TVET Development', Kabul, Afghanistan, 21-23 November 2005
2006, published by UNESCO-UNEVOC
English, 16 pages

International Experts Meeting 'TVET for Sustainable Development: Opportunities and Challenges', Ho Chi Minh City, Vietnam, 2-5 July 2006
2006, published by UNESCO-UNEVOC
English, 12-page booklet and CD-ROM

TVET Forum 'Re-alignment of TVET in Iraq with Employment Requirements', Cairo, Egypt, 17-19 July 2006
2006, published by UNESCO-UNEVOC and UNESCO Beirut
English/Arabic, 43 pages

International Experts Meeting 'TVET in an Ageing Society', 3-6 October 2006, Adelaide, Australia
2007, published by NCVET, Adelaide, Australia, in collaboration with UNESCO-UNEVOC
English, 132 pages
ISBN 978-1-921170-62-1 (online edition)

International Seminar 'From School to Work – Contemporary TVET Regional Experiences', 23-30 January 2007, Tokyo, Japan
2007, published by UNESCO-UNEVOC and NIER, Tokyo, Japan
English, 32-page booklet and CD-ROM

4.2 UNESCO-UNEVOC on the Web

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, utilisation of the Internet has rapidly increased around the world, and the World Wide Web is now 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

- >> Programmes and activities;
- >> The UNEVOC Network;
- >> The UNESCO-UNEVOC publications;

- >> Forthcoming and past events;
- >> The UNESCO-UNEVOC e-Forum;
- >> Conventions and recommendations; and
- >> Partners and related information on the World Wide Web.

Since March 2005, the international consulting company GloCorp NV, in collaboration with Business Tales BV the Netherlands, has been advising UNESCO-UNEVOC, on a pro-bono basis, on the further development of the UNEVOC website and platforms for other UNEVOC online services.

In June 2006, the UNESCO-UNEVOC International Centre relaunched its website. In addition to a new design, which follows the guidelines of a common "UNESCO Browser", all content was rewritten and reorganised to provide users with more attractive and effective access to information on the Centre and its work.

Technological changes that were implemented in the context of the relaunch include database-driven access to the UNEVOC Directory (including a flexible search function), options for online subscriptions to UNESCO-UNEVOC services and publications, and a user management system that provides editing rights to external contributors to UNEVOC website content. UNEVOC Network members can now easily update their contact information online. Many users from developing and developed countries have been using the new features to subscribe to the UNEVOC services, and since 2007, they can also subscribe to UNEVOC news and events via RSS (Really Simple Syndication).

For the biennium 2008–2009, the UNESCO-UNEVOC International Centre plans to make more content available in languages other than English, and to implement the "TVETipedia" – a TVET portal similar to Wikipedia, but with a focus on TVET.



4.3 Information services

The UNESCO-UNEVOC International Centre facilitates the exchange of experience, innovations and best practices among policy-makers, researchers and practitioners in TVET. Through its information service, it collects and disseminates relevant information and documentation on TVET. The information service fulfils the following functions:

- >> Enquiry and reference services: responding to requests for information;
- >> Research services: searching, retrieving and editing information using the materials available at UNESCO-UNEVOC as well as other resources (including the Internet); and
- >> Distribution of UNESCO-UNEVOC publications.

In 2006–2007, the information service received 811 information requests on diverse TVET issues. Most requests were received by e-mail, others by mail, fax or telephone. Around 30,000 copies of UNEVOC publications were disseminated, not only as answers to information requests or to subscribers of the UNESCO-UNEVOC Bulletin, but also at international meetings and conferences, as well as at other events. By the end of the biennium, UNESCO-UNEVOC's Documentation Centre held around 5,000 books, documents and non-print

media on TVET and other areas in education, as well as on additional work related issues. The Documentation Centre also maintains a small collection of periodicals devoted to TVET or reflecting education developments and trends in general. It holds around 80 current titles of journals, newsletters and magazines from all over the world. The main languages are English, French and German, but some periodicals are available in other languages. The Documentation Centre is designed to be a resource base for ministries, policy-makers, educational institutes, international agencies, consultants and others seeking information on TVET.

In 2006–2007, UNESCO-UNEVOC developed an electronic catalogue of the publications collection held in the Documentation Centre. In 2008, it will make the catalogue available online and accessible to TVET experts around the world.

Another crucial way to disseminate information about TVET and the activities of UNESCO-UNEVOC are lectures and presentations. UNESCO-UNEVOC welcomes delegations of TVET experts from around the world who wish to learn about the Centre's work. UNEVOC staff members also regularly give presentations and keynote addresses on cutting-edge TVET issues and present the Centre's work at meetings and conferences in Germany and around the world.

5. INSIDE UNESCO-UNEVOC

Move to “Langer Eugen”

With altogether 24 UN bodies situated in Berlin, Bonn, Frankfurt and Hamburg, Germany has become a major UN location. Bonn has gained special prominence as a UN site with 17 UN bodies based in the city at the end of 2007. In response to the growing needs of the increasing number of UN organizations and staff in Bonn, the Federal Government of Germany decided to turn a large part of the former German Bundestag area, including the buildings “Langer Eugen” and “Altes Abgeordnetenhaus”, into a UN

Campus. In June 2006, UNESCO-UNEVOC moved to its spacious new premises on this campus. The Centre is now located on the 25th floor of the renowned “Langer Eugen”, the former housing offices of the German Members of Parliament. The then UN Secretary-General Kofi Annan officially inaugurated the new UN Campus in Bonn in July 2006.

Staffing

Staff of UNESCO-UNEVOC during 2006–2007

Rupert Maclean, Director

Pascaline Anapak, Assistant Administrative Officer (till April 2007)

Caroline Bajer, Assistant Administrative Officer (from August 2007)

Josiane Blanc-Mannheim, Assistant to the Director

Max Ehlers, Head of IT

Maxine Henry, Office Assistant (till March 2006)

Edward Hickman, Head of Administrative Office

Astrid Hollander, Programme Specialist (till September 2007)

Ulrike Krämer, Office Assistant (from May 2006)

Natalia Matveeva, Publications Assistant

L. Efison Munjanganja, Head of UNEVOC Networks

Maja Zarini, Head of Communications

The director sincerely thanks everyone who left during 2006–2007 for their valuable contributions to UNESCO-UNEVOC's work.

External experts

In order to carry out its many tasks, UNEVOC involves experts from various fields to contribute to the work. During 2006–2007, these were:

Prof. Richard Gordon Bagnall, Australia/New Zealand

Dr Ian Birch, Australia

Dr Christian Chinien, Canada

Prof. John Fien, Australia

John Fox, United Kingdom

Christian Haan, Netherlands

Dr Keith Holmes, United Kingdom

Prof. Charles Hopkins, Canada

Dr David Johnson, United Kingdom

Susanne Kubenek, Germany

Pradeep Kumar Joosery, Mauritius

Ousman Nyang, Gambia

Julia Paulson, Canada

Dr Margarita Pavlova, Australia/Russia

Oliver Seyffert, Germany

John Simiyu, Kenya

Prof. Tapio Varis, Finland

Karina Veal, Australia

Prof. David Wilson, Canada

Naing Yee Mar, Myanmar/Netherlands

Prof. Jailani Yunos, Malaysia

Young professionals

Three young professionals contributed to the UNEVOC work programme on a short-term basis during 2006–2007: Rula Atweh, United States/Lebanon (from October 2007); Joachim Lapp, Germany (till November 2007); and Jaqueline Njagah, Kenya (till November 2007).

Interns

During 2006–2007, 21 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: Haroon Atif, United Kingdom; Janine Baudach, Germany; Juliana Berczely, Argentina; Christina Chronaki, Greece; Makda Getachew Abebe, Ethiopia; Sarah Christin Grothe, Germany; Esmeralda Hernandez de Lilienfeld, Mexico; Houda El Kabiri, Morocco; Joachim Lapp, Germany; Marie-Paule Lavri, Ivory Coast; Jaqueline Njagah, Kenya; Ndlovu Letshani Sithandiwe, Zimbabwe; Claudia Olivier, Germany; Ann-Carolin Plogmann, Germany; Julija Postolova, Macedonia; Katrin Stumm, Germany; Sunilda Terre, Spain; Sita Tremel, Indonesia/Germany; Julia Usova, Russia; Denise Christine von der Osten, Germany; Alix Wurdak, Germany.

Financial report

In the biennium 2006–2007, UNESCO-UNEVOC had the following budget at its disposal:

	2006	2007
	US\$	US\$
Programme funds (Regular UNESCO budget)	107,250	93,600
Programme funds (Funds-in-Trust from Germany)	637,800	728,500
Operating funds (Germany)	264,900	272,000
Other funds (Funds in Trust/ decentralized UNESCO)		
Regular Programme funds)	10,000	95,000
Total	1,019,950	1,189,100

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

- >> Two professional staff provided by UNESCO (D-1, P-4);
- >> One Associate Expert sponsored by the German Federal Government (till 14 September 2006)

>> Rent-free premises in Bonn provided by the German Federal Government;

>> Ongoing expenses of staff relocation from Berlin to Bonn, sponsored by the German Federal Government.

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

Flute display at the UNESCO-UNEVOC premises

In September 2006, a cabinet containing traditional flutes from around the world was inaugurated at the premises of UNESCO-UNEVOC. The cabinet and flutes are a permanent loan from Dr Hermann Müller-Solger, one of the founding fathers of the UNESCO-UNEVOC International Centre.

Dr Müller-Solger is a passionate flute collector. He and UNESCO-UNEVOC hope that the collection now exhibited will be a source of joy for the many international visitors to the Centre. The flutes are symbols of peace, for they represent common elements in human culture. They are also products that require traditional vocational skills and therefore represent the work of UNESCO-UNEVOC.

Visitors to UNESCO-UNEVOC are inspired to contribute to the collection. One "flute" reads: "If you come to Bonn, bring a flute along!"



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Valued UNEVOC consultant Professor David Wilson passed away



© UNESCO

Professor David Wilson, a TVET expert who worked extensively with UNESCO-UNEVOC for many years, passed away in December 2006. David was a knowledgeable and energetic colleague, as well as a friend and someone from whom everyone at UNESCO-UNEVOC learnt much over the years, given his cutting-edge experience and expertise in the area of education for the world of work.

David Wilson was an outstanding teacher and a world-class scholar in the field of development education. He trained and mentored many graduate students who are now playing key leadership roles in development education throughout the world, be they policy-makers, researchers or practitioners. As a researcher, David

contributed substantially to furthering our understanding of the fields of comparative and development education, particularly as they relate to education for the world of work. His prolific scholarly contribution is a legacy left behind as a testimony of his commitment and dedication to his profession and to the advancement of humanity. David was firmly committed throughout his life to international development and, as such, was very keen to use education as leverage to improve the human condition with regard to poverty alleviation, equity and justice, especially in developing countries.

When the UNESCO-UNEVOC International Centre was first established in Bonn, David came to work with UNESCO-UNEVOC during his sabbatical leave. In so doing, he did much to help get the Centre up and running. More recently, he took on the enormous task of co-editor (with Rupert Maclean) of the UNESCO-UNEVOC International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Education. David continued to work on finalizing the Handbook right up until his untimely death. The Handbook, which will be published in 2008 by Springer Science+Business Media, will be dedicated to his memory.

David is missed a great deal, but his memory and sphere of influence will live on through the people whose lives he touched and through the legacy of his extensive range of scholarly works.

Appendix 1: Key activities

2006

8-11 January	Helsinki, Finland	Workshop on the <i>UNEVOC Research Project on ICT Tools for Education for Sustainable Development</i>
24-25 January	Issyk-Kul, Kyrgyzstan	National dissemination seminar: <i>Social Partnership in Vocational Education and Training as Part of the Mobile Training Team</i>
6-7 February	Lilleström, Norway	European working conference on <i>Promoting Professionalisation and Innovations in Teacher Education for Technical and Vocational Education and Training</i>
20-21 February	Dushanbe, Tajikistan	National dissemination seminar: <i>The Role of Social Partnership in the Development of Vocational Education in the Republic of Tajikistan</i>
25-29 April	Manila, Philippines	Study tour for Afghan TVET experts on TVET development, models and paradigms
8-10 May	Colombo, Sri Lanka	Sub-regional UNEVOC Network Seminar
2-5 July	Ho Chi Minh City, Vietnam,	International conference <i>TVET for Sustainable Development – Opportunities and Challenges</i>
21-24 August	Moscow, Russian Federation	15th IVETA Conference on <i>Vocational Education and Training in the Context of Lifelong Learning</i>
13-16 September	Nairobi, Kenya	3 rd Global Youth Employment Summit (YES)
26-28 September	Lilongwe, Malawi	Sub-regional UNEVOC Network Seminar
3-6 October	Adelaide, Australia	International experts meeting on <i>TVET in an Ageing Society</i>
16-20 October	Santiago de Chile	Study tour for Latin American TVET experts on competency based training
15-22 November	Koror, Palau	Sixth PRIDE Project regional workshop on <i>The Role of TVET in Pacific Secondary Schools: New Visions, New Pathways</i>
20-22 November	Tunis, Tunisia	Regional Symposium on <i>Development of Teaching and Learning Methods in TVET Programmes through the Use of Information and Communication Technology</i>
20-22 November	Hamburg, Germany	Interagency meeting on <i>Recognition, Validation and Accreditation of Non-formal and Informal Learning and Experience</i>
22-25 November	Colombo, Sri Lanka	International workshop on <i>Innovation and Internationalisation in the Qualification of TVET Experts</i>
28-30 November	Beijing, China	National meeting in the framework of the joint innovative project (JIP) for TVET in China
3-5 December	Ha Long, Vietnam	International workshop on <i>Need Analysis for Training, Capacity Building and Skills Development for the Workforce in the Water and Sanitation Sector in Viet Nam</i>
5-7 December	Yaoundé, Cameroon	Sub-regional UNEVOC Network Seminar
6 December	Bonn, Germany	Interagency roundtable on TVET redevelopment in Iraq
6-8 December	Bangkok, Thailand	10 th International APEID Conference <i>TVET for All – a Master Key for Sustainable Development</i>
10-14 December	Cairo, Egypt	Study tour for TVET experts from the Arab States on public private partnership
19-21 December	Baku, Azerbaijan	Sub-regional UNEVOC Network Seminar

2007

23-30 January	Tokyo, Japan	International seminar <i>From School to Work – Contemporary TVET Regional Experiences</i>
15-16 February	Hong Kong, China	Working Group for International Cooperation in Skills Development meeting on <i>Skills Development Policies and International Cooperation in East and South-East Asia</i>
25 February- 2 March	Majuro, Marshall Islands	National Conference <i>Rethinking Education</i>
3-5 April	Chonburi, Thailand	Sub-regional UNEVOC Network Seminar
17-19 April	Casablanca, Morocco,	<i>Fourth International Congress on Quality Management in Systems of Education and Training (CIMQUSEF 2007)</i>
9-11 May	Bonn, Germany	International conference <i>Towards Sustainable Global Health</i>
23-25 May	Bonn, Germany	Consultative meeting on <i>TVET and ESD: Engaging the Corporate Sector</i>
28 May	Nairobi, Kenya	<i>1st African UNESCO-UNEVOC TVET Summit: Access to and Inclusion in TVET in Africa through New ICT-based Solutions</i>
4-6 June	Skopje, Macedonia	Sub-regional experts meeting on <i>Strategies to Re-Orient TVET towards Labour Market Needs</i>
17-21 June	Mauritius	Study tour for TVET experts from African countries on qualification frameworks and competency-based approaches in TVET
19-24 August	Chiang Mai, Thailand	<i>International Consultation on Education for Sustainable Development</i>
11-13 September	Tianjin, China	Sub-regional UNEVOC Network Seminar
25-28 September	Kigali, Rwanda	Seminar <i>What Basic Education for Africa?</i>
22 October- 10 November	online	First UNESCO-UNEVOC virtual conference <i>TVET for a Sustainable Future</i>
6-7 November	Bonn, Germany	International Experts Meeting on <i>Corporate Social Responsibility and Education for Sustainable Development: Advancing Partnership</i>
22-29 November	Ahmedabad, India	<i>4th International Conference on Environmental Education and Education for Sustainable Development</i>

Appendix 2: Partnerships with other international and regional agencies

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training forges strategic partnerships with a number of agencies in TVET or related fields. The form of these relationships varies from undertaking joint activities and co-organising meetings to attending one another's meetings and maintaining collegiate relationships between staff.

UNESCO-UNEVOC has an especially close working relationship with other parts of UNESCO – including Paris Headquarters, Field Offices worldwide and other Institutes and Centres. In addition, it has active relationships with

a number of other organisations. Below is a selected list of agencies with which the Centre cooperated in 2006-2007.

Cisco Systems

The area of public private partnership is crucial to advancing TVET. Cisco Systems participated in various UNESCO-UNEVOC meetings on this topic in 2006-2007 and had several discussions about potential cooperation with the Centre.

Colombo Plan Staff College for Technical Education, Philippines (CPSC)

The study tour for six Afghan directors of TVET institutes to Manila, Philippines (25-29 April 2006) was strongly supported by the Colombo Plan Staff College for Technical Education. The organisation was also a partner of UNESCO-UNEVOC in the organization of the international conference "TVET for Sustainable Development – Opportunities and Challenges" (Ho Chi Minh City, Vietnam, 2-5 July 2006).

The Commonwealth of Learning (COL)

COL was a key partner of UNESCO-UNEVOC in the organisation of the 1st African UNESCO-UNEVOC TVET Summit "Access to and Inclusion in TVET in Africa Through New ICT-based Solutions" at eLearning Africa 2007 (Nairobi, Kenya, 28 May 2007).

Food and Agriculture Organization of the United Nations (FAO)

May Hani participated in the Forum "Re-Alignment of TVET in Iraq with Employment Requirements", Cairo, Egypt, 17-19 July 2006.

Institute for Environment and Human Security (UNU-EHS)

UNU-EHS was one of the partners in the organisation of the international conference "Towards Sustainable Global Health", Bonn, Germany, 9-11 May 2007.

International Human Dimensions Programme on Global Environmental Change (IHDP)

IHDP was one of the partners in the organisation of the international conference "Towards Sustainable Global Health", Bonn, Germany, 9-11 May 2007.

International Labour Organization (ILO)

The international conference "Towards Sustainable Global Health", Bonn, Germany, 9-11 May 2007, was jointly organized by UNESCO-UNEVOC, UNU-EHS, ILO, IHDP and the Institute for Hygiene and Public Health (University of Bonn).

International Vocational Education and Training Association (IVETA)

The UNESCO-UNEVOC International Centre was a key partner at the 15th IVETA Conference on "VET in the Context of Lifelong Learning" (Moscow, Russian Federation, 21-24 August 2006).

Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE PROJECT)

UNESCO-UNEVOC collaborated with the Pacific Regional Initiatives for the Delivery of Basic Education (the PRIDE Project) in the organisation of the sixth PRIDE Project regional workshop on "The Role of TVET in Pacific Secondary Schools: New Visions, New Pathways" (Koror, Palau, 15-22 November 2006).

The Stability Pact

UNESCO-UNEVOC, together with two other international agencies, supported a South-East European experts meeting organised by the Stability Pact, an organization which promotes economic and social development in the South-East European countries. The conference on "Strategies to Re-Orient TVET Towards Labour Market Needs" took place in Skopje, Macedonia, 4-6 June 2007.

United Nations Environment Programme (UNEP)

The consultative meeting on how education and training for sustainable development (ESD) can be integrated into corporate sector training and capacity building programmes (Bonn, Germany, 23-25 May 2007) was organized in collaboration with several partners, including the United Nations Environment Programme.

UN-Habitat

Robert Goodwin, Tarik Al-Sheikh, Mudher Al-Badran and Rafid Al-Hamawandi participated in the Forum "Re-Alignment of TVET in Iraq with Employment Requirements", Cairo, Egypt, 17-19 July 2006.

Working Group for International Cooperation in Skills Development

A UNESCO-UNEVOC representative participated in the 2007 meeting of the Working Group for International Cooperation in Skills Development. The meeting took place in Hong Kong, China, 15-16 February 2007, and was enti-

tled "Skills Development Policies and International Cooperation in East- and South-East Asia". UNESCO-UNEVOC is a member of the Working Group.

The World Bank

Peter Buckland from the World Bank participated in the Forum "Re-Alignment of TVET in Iraq with Employment Requirements", Cairo, Egypt, 17-19 July 2006. Rupert Maclean, Director of UNESCO-UNEVOC, presented a keynote address on the "Contribution of Private Public Partnerships to Achieving Education for Sustainable Development" at an international consultation meeting that

was jointly organized by the World Bank Institute and Capacity Building International (InWEnt). The meeting took place in Washington, D.C., on 8-10 October 2007. After the meeting, Rupert Maclean had discussions with staff at the World Bank regarding possible collaboration.

Youth Employment Summit (YES) Campaign

Rupert Maclean, Director of UNESCO-UNEVOC, gave a presentation at and participated in the 3rd Global Youth Employment Summit (YES), Nairobi, Kenya, 13-16 September 2006.

Appendix 3: Relationships with Member States

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training worked directly with many of the 193 UNESCO Member States during the 2006-2007 biennium. Typically, the involvements included:

- >> Representatives from Member States attending UNESCO-UNEVOC meetings/workshops in their own country;
- >> Representatives from Member States attending UNESCO-UNEVOC meetings/workshops in another country;
- >> Member States, together with UNESCO-UNEVOC, hosting an international or regional UNESCO-UNEVOC activity;

>> Representatives of UNESCO-UNEVOC undertaking technical consultative missions in the Member States;

>> Representatives from UNESCO-UNEVOC participating in national/regional/international meetings hosted by a Member State.

For a detailed list of UNESCO-UNEVOC relations with each UNESCO Member State during the 2006-2007 biennium, please check the UNESCO-UNEVOC website at <http://www.unevoc.unesco.org>.

Appendix 4: Relationships within the host country

The UNESCO-UNEVOC International Centre is located in Bonn, Germany, and is partly sponsored by the German Federal Government. There is a collegiate relationship between the Centre and a number of partners within the host country, and UNESCO-UNEVOC was involved in a broad range of events and meetings organised by, or co-organised 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 for Technical and Vocational Education and Training in 2006-2007.

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. Eva Weidnitzer participated in the Forum "Re-Alignment of TVET in Iraq with Employment Requirements", Cairo, Egypt, 17-19 July 2006. Senior officials from BMZ also participated in the roundtable on TVET redevelopment in Iraq (Bonn, Germany, 6 December 2006).

German Federal Institute for Vocational Training (BIBB)

In addition to being a major TVET research and planning organisation in Germany, BIBB is also a UNEVOC Centre and thus takes part in the UNEVOC Network activities. It closely collaborated with UNESCO-UNEVOC in a number of activities in 2006-2007: Michael Härtel participated in the conference "TVET for Sustainable Development – Opportunities and Challenges", Ho Chi Minh City, Vietnam, 2-5 July 2006. BIBB was also a key partner in the organisation of the 1st African UNESCO-UNEVOC TVET Summit "Access to and Inclusion in TVET in Africa Through New ICT-based Solutions" (Nairobi, Kenya, 28 May 2008). Michael Härtel presented a keynote address on "Return on Investment (ROI): Implementation and Management of IT-based Learning Environments – the Significance of Qualified Training Personnel" at the Summit. Also at the Summit, BIBB and UNESCO-UNEVOC co-organized a workshop on "Online Community Building in TVET", which was co-led by experts from both organizations.

The Fourth International Congress on "Quality Management in Systems of Education and Training" (CIMQUSEF 2007) was organized by UNEVOC, BIBB and several other partners. It took place in Casablanca, Morocco, on 17-19 April 2007.

Michael Härtel participated in the "International Consultation on Education for Sustainable Development: Engaging the Corporate Sector", Bonn, Germany, 23-25 May 2007.

Capacity Building International (InWEnt)

InWEnt was a key partner of UNESCO-UNEVOC in the organisation and implementation of many activities in 2006-2007: Harry Stolte took part in the international conference on "TVET for Sustainable Development – Opportunities and Challenges", Ho Chi Minh City, 2-5 July 2006. Georg Sticker and Joachim Hagemann participated in the Forum "Re-Alignment of TVET in Iraq with Employment Requirements", Cairo, Egypt, 17-19 July 2006, and representatives of InWEnt also participated in the roundtable on TVET redevelopment in Iraq, which was hosted and chaired by UNESCO-UNEVOC in Bonn, Germany, on 6 December 2006. InWEnt also cooperated with UNESCO-UNEVOC in organizing the workshop "Needs Analysis for Training, Capacity Building and Skills Development in the Water and Sanitation Sector in Vietnam" (Ha Long, Vietnam, 3-5 December 2006).

On 7 December 2006, in the context of the 10th International APEID Conference, UNESCO-UNEVOC and InWEnt jointly organized and chaired a roundtable on "TVET for All – a Master Key for Sustainable Development?". InWEnt was also one of the partner organisations of the Centre in the 1st African UNESCO-UNEVOC TVET Summit "Access to and Inclusion in TVET in Africa Through New ICT-based

Solutions" (Nairobi, Kenya, 28 May 2007). The Fourth International Congress on "Quality Management in Systems of Education and Training" (CIMQUSEF 2007), Casablanca, Morocco, 17-19 April 2007, was organized by UNESCO-UNEVOC, InWEnt, BIBB and several other partners.

A UNESCO-UNEVOC representative gave a presentation at an InWEnt symposium for Arab TVET experts on 10 May 2007 in Mannheim, and InWEnt experts participated in the International Consultation on "Education for Sustainable Development: Engaging the Corporate Sector" (Bonn, Germany, 23-25 May 2007).

Finally, InWEnt was one of UNESCO-UNEVOC's partners in the organisation of the International Experts Meeting "Corporate Social Responsibility and Education for Sustainable Development: Advancing the Partnership" (Bonn, Germany, 6-7 November 2007).

Institute of Technology And Education (ITB), University of Bremen

Especially in the context of the United TVET Network of Innovation and Professionalism (UNIP), UNESCO-UNEVOC closely collaborates with the ITB, University of Bremen. The two organisations jointly organised two important meetings in the 2006-2007 biennium: The joint European working conference on "Promoting Professionalisation and Innovations in Teacher Education for Technical and Vocational Education and Training" (Lilleström, Norway, 6-7 February 2006), and the workshop on "Innovation and Internationalisation in the Qualification of TVET Experts" (Colombo, Sri Lanka, 22-25 November 2006).

Felix Rauner from ITB and Rupert Maclean are co-editors of the International Handbook of TVET Research, which will be published in English in 2008. A Chinese version of the Handbook is also planned. ITB also contributed two sections – on "TVET Research" and on "TVET Curriculum Development" – to the International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Education.

Otto von Guericke University, Magdeburg

In 2007, UNESCO-UNEVOC and Otto-von-Guericke-University Magdeburg, Germany, signed a Letter of Intent to establish a long-term cooperation between the two organizations. Joint activities will focus on the UN Decade of Education for Sustainable Development (DESD).

Frank Bünning participated in the conference "TVET for Sustainable Development – Opportunities and Challenges" (Ho Chi Minh City, Vietnam, 2-5 July 2006).

German Agency for Technical Co-operation (GTZ)

GTZ was one of the co-organisers of the Forum "Re-Alignment of TVET in Iraq with Employment Requirements"

(Cairo, Egypt, 17–19 July 2006). Senior officials from GTZ also participated in the roundtable on TVET redevelopment in Iraq (Bonn, Germany, 6 December 2006).

Institute for Hygiene and Public Health, University of Bonn

The Institute for Hygiene and Public Health, University of Bonn, was one of UNESCO-UNEVOC's partners in the organisation of the international conference "Towards

Sustainable Global Health" (Bonn, Germany, 9–11 May 2007).

Arbeitsgruppe Entwicklung und Fachkräfte im Bereich der Migration und Entwicklungszusammenarbeit (AGEF)

Senior officials from AGEF participated in the roundtable on TVET redevelopment in Iraq (Bonn, Germany, 6 December 2006).

Appendix 5: List of visitors to UNESCO-UNEVOC

Australia

Margarita Pavlova, Griffith University, Brisbane, September 2006 and September 2007

Annette Gough, RMIT University, Melbourne, August 2007

John Williamson and *Marion Myhill*, University of Tasmania, August 2007

Lynne Bennington, RMIT University, Melbourne, November 2007

John Fien, RMIT University, Melbourne, November 2007

Esther Charlesworth, RMIT University, Melbourne, November 2007

Bangladesh

Azad Rahaman, Federation of Film Societies and Centre for Education, Creative and Performing Arts, Dhaka, June 2006

Brunei Darussalam

Mohamad Abu Bakar, SEAMEO VOCTECH Regional Centre, Gadong, November 2007

Canada

Charles Hopkins, York University and UNESCO Chair, Toronto, July 2006 and April 2007

Christian Chinien, University of Manitoba, October and December 2006

Paul Brennan and *Marie-Claire Hall*, Association of Canadian Community Colleges (ACCC), Ottawa, October 2007

China

Liu Yang, Tiajin University, July and September 2006

Sophia Jan and *Wen-Hsien Wu* International Cooperation and Development Fund (TaiwanICDF), Taipei, April 2007

Lineng Chen and *Chun Lin Huang*, Zhejiang Technology Institute of Economy (ZJTIE), Hangzhou, September 2007

Peijun Liu, Ministry of Education, Beijing, November 2007

Wang Qiang, Nanjing Normal University (INRULED), Hebei, November 2007

Ethiopia

Andreas König, German Agency for Technical Cooperation (GTZ), April 2006

Meseret Genet, Engineering Capacity Building Program National TVET Reform, Addis Ababa, November 2007

Finland

Tapio Varis, University of Tampere and UNESCO Chair, September 2006

France

Bruno Lefèvre, Consultant, formerly Bureau of Strategic Planning, UNESCO, Paris, January and August 2006

Hans Kaltenecker, Lawyer, Paris, March 2006

Germany

Birgitta Ryberg, Kultusministerkonferenz (KMK), Bonn, January 2006

Helmut Kühr, Bundesministerium für Bildung und Forschung (BMBF), Bonn, February 2006

Felix Rauner, University of Bremen, March 2006, January 2007

Philipp Grollmann, University of Bremen, March and October 2006, January 2007

Harry Stolte, Capacity Building International (InWEnt), Magdeburg, March, May, July, August and October 2006; March 2007

Luigina Blaich, German Agency for Technical Cooperation (GTZ), Eschborn, April 2006

Students, Dresden University of Technology, May 2006

Bettina Mussgnug, SAP AG, Walldorf, May 2006

Peter Croll, Bonn International Centre for Conversion (BICC), July 2006

Hermann Müller-Solger, formerly Federal Ministry of Education and Research (BMBF), July 2006 and February 2007

Michael Härstel, Federal Institute for Vocational Training (BIBB), Bonn, July, September and November 2006, January, March and April 2007

Markus Schwertel, Cisco Systems GmbH, Berlin, October 2006, January and December 2007

Stefan Erber, German Agency for Technical Cooperation (GTZ), Eschborn, November 2006

Klaus Dünnhaupt, Association of Experts in the Fields of Migration and Development Cooperation (AGEF). Berlin, December 2006

Roland Steurer, GTZ, Eschborn, December 2006

Klaus Luther, Federal Ministry for Education and Research (BMBF), Bonn, February 2007

Helge Drumm, Institute for Media Technics, University of Ilmenau, February 2007

Members of the International Cultural Exchange Club, Bonn, March 2007

Members the International Ladies' Society, Bonn, March 2007

Gisela Dybowski, Head of Department, German Federal Institute for Vocational Training (BIBB), Bonn, April 2007

Günter Klein, Initiative Office (Initiativbüro Wasserstrategie), German Aerospace Centre, Bonn, August 2007

Jochen Sonntag, Capacity Building International (InWEnt), Bonn, August 2007

Martin T. Clemens and Randall Akee, Institute for the Study of Labour GmbH (IZA), Bonn, August 2007

Kevin Grose, UNFCCC, Bonn, October 2007

TVET experts and officials visited UNESCO-UNEVOC prior and during the International Experts Meeting on 'Corporate Social Responsibility and ESD: Advancing the Partnership' hosted by the Capacity Building International (InWEnt), Bonn, 5-7 November 2007

India

Gratian Vas, Indo-Global Social Service Society, New Delhi, June 2007

J. Ravindranath, Centre for Environment Education, Bangalore, November 2007

Payal Joshi, Centre for Environment Education, Bangalore, November 2007

Japan

Hideki Maruyama, Japanese National Institute for Educational Policy Reform, November 2006

Kingdom of Saudi Arabia

Adel AlSalem (and team), Riyadh College of Technology, August 2007

Mexico

Joaquin Parrilla Flores, Centro de Enseñanza Tecnica, Guadalajara, February 2006

Enrique Pieck Gochicoa, Instituto de Investigaciones para el Desarrollo de la Educación, Mexico City, October 2006

Norway

Rolf Kristiansen, National Institute of Technology, Oslo, June 2006

Kim Tran, Norwegian Institute for Water Research, Oslo, February and August 2006

Philippines

Shyamal Majumdar, Colombo Plan Staff College, Colombo, Philippines, November 2007

Republic of Korea

Lee Won Duck and *Ryan Kim*, Korea Research Institute for Vocational, Education and Training (KRIVET), Seoul, March 2007

Young-sub Lim, Embassy of the Republic of Korea, Berlin, March 2007

Sue Choi (and team), Korea University, Seoul, August 2007

Slovakia

Osnat Lubrani, UNIFEM/UNDP, Bratislava, June 2006

Sri Lanka

TVET professionals, June 2006

Peter Collingro, German Agency for Technical Cooperation (GTZ), Colombo, January 2007

Thailand

Ian Birch, Education Consultant, Bangkok, October 2007

Siripan Choomnoom, Ministry of Education, Bangkok, November 2007

Jariya tappakul Na Ayuthaya, Bureau of Vocational Education Research and Development (BVERD), Bangkok, November 2007

Timor-Leste

Annie Keogh, Ministry of Labour, June 2007

Tunisia

Jilani Lamloumi, Superior School of Sciences and Technology of Tunis, June 2007

United Kingdom

Keith Holmes, University of Sussex, Brighton, March 2006

Gordon Bellamy, Technical and Vocational Education Consultant, December 2006

Lorna Unwin and *Norman Lucas*, Institute of Education of the University of London, June 2007

United States of America

Rebecca Bender, Cisco Systems Inc., San Jose, California, January 2007

Kate Roberts, Cisco Systems Inc., Irvine, California, January 2007

Dennis Shirley, Boston College, Massachusetts, March 2007

Zimbabwe

Ulrich Weyl, Development Consultancy Services, Mutare, July 2006

United Nations

Vernor Muñoz Villalobos, Special Rapporteur on the Right to Education, UNOG-OHCHR, January 2006

Myriam Tebourbi-Guerfali, UNOG-OHCHR, January 2006

Xavier Campos, UNOG, Geneva, Switzerland, January 2006

Notes

Notes

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UN Campus
Hermann-Ehlers-Str. 10
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Tel: [+49] 228 815 0100
Fax: [+49] 228 815 0199
www.unevoc.unesco.org
info@unevoc.unesco.org

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