



Transforming TVET - from idea to action



United Nations
Educational, Scientific and
Cultural Organization



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



One decade of UNESCO-UNEVOC



United Nations
Educational, Scientific and
Cultural Organization



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

.

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Federal Minister
of Education and
Research*

contribution to improving technical and vocational education and training in UNESCO Member States. More and more countries are recognizing the great advantages of the German dual system for the economy, employees and society as a whole. International interest in our TVET structures and experiences, our regulatory frameworks and training contents is rising sharply. The Federal Ministry of Education and Research ensures that the various stakeholders in TVET, from the economic as well as the education sector, safeguard the quality of training.

I am pleased that this variety of TVET stakeholders is also represented in the UNEVOC Network. It is my wish for the UNESCO-UNEVOC International Centre in Bonn that it should continue to network and foster international exchange by working together with TVET administrators, research organizations and education providers in order to promote skills development at the local level.

I congratulate the UNESCO-UNEVOC International Centre on its tenth anniversary. Thank you for your strong commitment.

Annette Schavan
Federal Minister of Education and Research

Networking and exchange

»UNESCO-UNEVOC makes an important contribution to improving technical and vocational education and training in UNESCO Member States«

Germany is a competitive and fast-growing business location. German products are known for their outstanding quality and enjoy the highest reputation worldwide. We owe this to highly skilled professionals who drive innovations and ensure quality. The dual system of vocational training plays an essential role in this context. The combination of theoretical knowledge with its practical applications at the workplace enables young people to make a successful entry into working life after completing their training.

The Federal Ministry of Education and Research initiated practical projects in the field of vocational training in the 1990s in collaboration with UNESCO. These projects have found their permanent place within the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in Bonn. UNESCO-UNEVOC makes an important



Cornelia Pieper,
Minister of State at
the Federal Foreign
Office

Contributing to peace, security and development

»The fact that UNEVOC has not only established networks between industrialized and developing nations, but also facilitates the exchange of experience among emerging and developing countries, is particularly noteworthy«

I warmly congratulate the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training on the tenth anniversary of its establishment in Bonn.

Technical and vocational education and training (TVET) has a particularly strong position in Germany. Our successful dual training system is highly regarded internationally and parts of this system have been adopted by many countries. The establishment of the UNESCO-UNEVOC International Centre in Bonn ten years ago takes this into account. Germany has since then followed the work of UNESCO-UNEVOC with great interest, and has promoted it financially, even beyond its obligations as host country. Particularly noteworthy is the fact that UNEVOC not only has established networks between industrialized

and developing nations, but also facilitates the exchange of experience among emerging and developing countries.

Investment in education is decisive in determining whether a society is able to build up, and secure, employment and prosperity. Investment in education is therefore always investment in the future itself, and especially investment in people's minds. But technical and vocational education and training is far more. TVET shapes people's identity and people's life. It empowers individuals to participate as active members of society. TVET also has peace-building effects. Promoting education means making a lasting contribution to peace, security and development. In these aspects, UNESCO-UNEVOC has made an important contribution over the last decade, and has helped fulfil the United Nations' mandate to sustain peace and security.

»TVET shapes people's identity and people's life. It empowers individuals to participate as active members of society. Promoting education also means making a lasting contribution to peace, security and development«

The twenty-first century world of work is in rapid development. Resource scarcity is a growing concern. UNEVOC contributes to addressing these two core issues in the spirit of sustainable development through networking, capacity development and by conducting expert meetings, in order to increase access to TVET for as many people as possible.

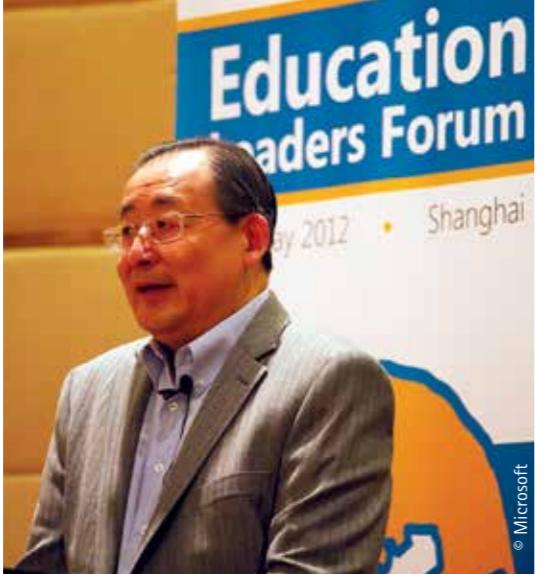
I wish UNESCO-UNEVOC all the best and continued success for the future. UNESCO-UNEVOC is and remains a strong pillar of UNESCO's work in education. Germany will continue to support this work!

Cornelia Pieper
Minister of State at the Federal Foreign Office



Minister of State
Cornelia Pieper visits
the UNESCO-UNEVOC
International Centre
on 17 November 2011

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Qian Tang opening the Education Leaders' Forum, a side event organized by UNESCO-UNEVOC and Microsoft during the Third International TVET Congress in Shanghai, China

Message from the Assistant Director-General for Education

»Without quality TVET, the international community will be unable to tackle the global challenges it faces«

I am very pleased to celebrate with you the tenth anniversary of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (TVET). This decade of commitment and service to countries around the world has been made possible in large part thanks to the steadfast partnership and cooperation between the Centre and the Government of Germany. I wish therefore to express UNESCO's deepest appreciation to the Government of Germany and the other partners and stakeholders who have helped us along the way. Indeed, ten years ago, I had the personal privilege to represent UNESCO in the negotiations leading to the creation of UNEVOC, and happily recall the spirit of goodwill and cooperation that underlay my long discussions with my German counterparts.

The UNESCO-UNEVOC International Centre was formally established in 2002, at a time of great promise but also many challenges to education. Two years earlier, the adoption of the Millennium Development Goals (MDGs) – by which the international community committed to providing universal primary education by 2015 – and the six Education for All (EFA) 2015 goals, set at the World Education Forum in Dakar, Senegal, had signalled a bold new vision for education. The creation of the UNESCO-UNEVOC International Centre sought to build on this momentum and to advocate for skills development as a crucial element of education systems. Central to this vision was the idea that without quality TVET, the international community would be unable to tackle the global challenges it faces. Indeed, at the time, TVET was still too often regarded as a 'last resort' for young people and lifelong learners.

UNEVOC has worked tirelessly to reverse this perception. Over the years, it has succeeded in placing TVET higher on the international education agenda. There is now a general consensus that a low-skilled population as well as mismatches between skills and the labour market translate into economic disadvantage and high unemployment, particularly among young people. This can lead to political instability and negative consequences for social cohesion. Governments worldwide are therefore turning to TVET as a powerful means of empowering women and men to work in dignity, overcome poverty and participate in the development of inclusive societies.

In the past decade, the debate on what constitutes quality TVET has also progressed. We are now far more aware of the potential role of information and communication technologies in creating opportunities for new types of employment. Advocacy around the need to mitigate and adapt practices with a view to promoting sustainable development has increased recognition of the importance of 'green' skills training and the need to stimulate the development of ethical values and practices among learners. UNEVOC, as an integral part of UNESCO, has brought the international community closer together around these universally important themes.

We still have far to go to realize the full potential of TVET: in many countries, human resources remain largely untapped as a means of building more equitable and sustainable societies and economies. At the Third International Congress on Technical and Vocational Education and Training held in Shanghai, China on 14–16 May 2012, participants adopted a series of recommendations, known as the 'Shanghai Consensus'. These recommendations set out measures aimed at enhancing the relevance of

TVET, expanding access and improving quality and equity, adapting qualifications and developing flexible learning pathways, improving the evidence base, strengthening governance and partnership, improving financing and advocating for TVET.

As we approach the deadlines for the EFA goals and MDGs, as the Decade on Education for Sustainable Development reaches its term and as the global economic crisis forces us to reconsider how we envision future directions for development, it is imperative to assess how UNEVOC can deepen its contribution to these actions. It must continue to play an important role within the UNESCO family in shaping the global debate on TVET and fostering innovation and mutual learning through its platforms for policy dialogue and debate, capacity building, and the open exchange of ideas and knowledge.

Let me close by thanking the members of the UNEVOC Network for the expertise they have provided to the development and the implementation of a global vision for TVET, as well as the past and present leaders and staff of UNESCO-UNEVOC, whose hard work over the last decade has done so much to raise the visibility of TVET on the agendas of governments around the world.

I look forward to working with all our TVET partners in the coming years to further strengthen the role of TVET in offering a more prosperous and sustainable future for all.

Qian Tang
UNESCO Assistant Director-General for Education

»Governments worldwide are turning to TVET as a powerful means of empowering women and men to work in dignity, overcome poverty and develop inclusive societies«

»Bonn has long qualified as a UN hub for sustainability. It has become a place to learn about - and for - a better future.«



*Lord Mayor of Bonn
Jürgen Nimptsch*

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*Lord Mayor of Bonn
Jürgen Nimptsch with
the Heads of United
Nations Agencies in
Bonn*

Educating for sustainable development worldwide: 10 years of UNESCO-UNEVOC in Bonn

»The Bonn cluster for sustainability is like an orchestra. UNESCO-UNEVOC plays a key instrument in the ensemble. We all need to tune our ears to this instrument to achieve the best results in our efforts towards ensuring sustainable development worldwide.«

'Education is the key to sustainable development'. This message presented by Professor Alpha Oumar Konaré (State President of Mali 1992-2002 and Head of the African Union 2003-2008) during the Bonn UN Talks of 2006 holds a meaningful truth. For me, as Mayor of Bonn and former school principal, education has the highest priority of all when it comes to meeting challenges, to maintaining societies and to finding innovative, clever solutions that reach beyond old patterns.

Education is the key – for obtaining knowledge and skills, for gaining a better understanding and for taking action. And according to the so-called 'Bonn Declaration' of 2004, educating future professionals serves as 'master key' for the future of our economies, our environment and our societies. Since 2002, the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training is based here in Bonn. On the occasion of the 10th anniversary of this settlement, I seize the

opportunity to express my high appreciation and gratitude for the excellent work and the fruitful cooperation of the past decade. UNESCO-UNEVOC is a highly esteemed member of the UN Family in Bonn working towards sustainable development worldwide. Since 1996, when the UN flag was hoisted for the first time on the banks of the Rhine, the UN in Bonn have grown to a staff of over 950. Bonn has long qualified as a UN hub for sustainability. It has become a place to learn about and for a better future. I am particularly happy that these endeavours are visible in our city – in many events and conferences throughout the year and especially in the contributions to our annual UN Day in October.

In addition to the United Nations, over 150 non-governmental organizations are based in Bonn, working predominantly in the areas of environment and development. Jointly with our federal ministries, development services, scientific institutions, global players in economy and the media such as Deutsche

Welle, they form part of a thematic cluster for sustainability, which has achieved a sophisticated culture of dialogue and cooperation.

Within this cluster, UNESCO-UNEVOC plays an important role. Education – or the lack of it – is an issue intertwined to many major challenges. The necessity to build green economies requires skilled staff and an encouragement of entrepreneurship. Poverty alleviation requires enabling the poor to earn their living. I was therefore very happy to learn about the priority that UNESCO intends to give to professional education and to hear that an important conference is taking place here in Bonn in November 2012. Bonn is an excellent place to advance the above-mentioned aspects of professional education. Together with the German Ministry of Economic Cooperation and Development, we have launched the new Bonn Perspectives Initiative, offering innovative platforms and methodology for jointly building a better future.

Green economies will be an important aspect in these endeavours. As Mayor of Beethoven's birth town I may use an image taken from the world of music to illustrate our joint approach: the Bonn cluster for sustainability is like an orchestra. Every instrument plays its part. Similar instruments form groups of players and the entire orchestra achieves inspiring overall results. UNESCO-UNEVOC orchestrates professional education – and thus plays a key instrument in the ensemble. We all need to tune our ears to this instrument to achieve the best results in our efforts towards ensuring sustainable development worldwide.

On behalf of the City Council of Bonn and of Bonn's 319.000 citizens, I would like to congratulate UNESCO-UNEVOC to 10 years of successful work and visible presence in Bonn and to extend my best wishes for a fruitful and sustainable future. And please be sure of my continual support for your cause!

Jürgen Nimptsch, Mayor of Bonn



Shyamal Majumdar at the German UNESCO Commission in May 2011.

Transforming TVET from idea to action

»2012 has not only been a special year for UNEVOC. It has also very much been a 'TVET year' for UNESCO.«

This year, the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training is celebrating the 10th anniversary of its establishment in Bonn, Germany. To mark the occasion, UNESCO-UNEVOC would like to reflect critically on its past achievements, present its ongoing projects and look towards the future.

With this publication we aim to retrace the progress of UNEVOC towards international leadership in technical and vocational education and training (TVET), through our main themes and activities and through UNESCO's goals for TVET that have guided our interventions, always in keeping with our slogan *Promoting learning for the world of work*.

Through this publication, UNESCO-UNEVOC and its staff would above all like to pay a tribute to the many partners that have accompanied UNESCO-UNEVOC on its path: we would like to acknowledge your contribution to the development and the activities of UNEVOC, which originally started as a UNESCO-funded TVET project in Berlin in the 1990s before taking up its activities as UNESCO's International Centre for TVET at the United Nations premises in Bonn. We would especially like to acknowledge the generous funding by the Host Government of Germany, which was essential for the establishment and the continuing activities of the Centre.

We would also like to pay homage to the City of Bonn. As the former capital of the Federal Republic of Germany, it ceded the seat of Government to Berlin after Reunification and became a

truly international capital of global dialogue, collaboration and development. UNEVOC – and as a result, UNESCO – has immensely benefited from this synergistic environment by establishing strong and productive partnerships in Bonn over the last decade, with the many United Nations agencies located in Bonn, the German National Commission for UNESCO, the Federal Institute for Vocational Education (BIBB), the German Agency for International Cooperation (GIZ) and the German Water Association (DWA), to name but a few.

Not least, we thank the members UNEVOC Network for their active participation in our programmes, for their expertise and for establishing a firm basis for UNESCO-UNEVOC at the Member Countries' level, which has enabled us to continually improve our services. Having been appointed to UNEVOC just over one year ago, I am nevertheless aware that your contribution will only be the continuation of what has been a fruitful cooperation over the past decade.

2012 has not only been a special year for UNEVOC. It has also very much been a 'TVET year' for UNESCO. UNESCO organized the 3rd International Congress on Technical and Vocational Education and Training, which took place in Shanghai in May 2012. The Shanghai Consensus resulting from the congress is a major milestone in international cooperation in TVET and the first of its kind since the influential Seoul Congress in 1999.

2012 is also the year of the Education for All Global Monitoring Report (GMR) on 'Youth and Skills. Putting education to work! Technical and vocational education and training, always advocated by UNEVOC as being a cornerstone of Education for All, has long been neglected on the EFA agenda. The uprisings of educated, unemployed youth in the Arab States are a proof

that the technical and vocational route is a path worth exploring. TVET highly deserves all the attention it is now receiving from governments worldwide and needs to step out of the shadow of academic education, still often seen as the only educational route leading to prosperity.

To show the different faces of learning and working people throughout the world, UNESCO-UNEVOC initiated a photo contest that aimed to portray learning and working people – women and men – in action. We have been happily overwhelmed by people's response: over a thousand photos came flooding into our office from all over the world. The 54 best photos of the contest have been selected to feature in this publication. I would like to thank all photographers who have participated in the contest for enhancing awareness of the different vocations persons are pursuing in the world, and for their contribution to promoting the importance of acquiring skills for the workplace. I am proud that some of these photos were selected by the EFA Global Monitoring Report team to feature in the 2012 report on skills.

It is with pride and honour that I invite you to have a look the many faces of work and learning, to find out more about our activities in the past decade and to join us in our future outlook on TVET.

Shyamal Majumdar
Head of UNESCO-UNEVOC
Bonn, November 2012

»UNEVOC initiated a photo contest that aimed to portray learning and working people - women and men - in action. The 54 best photos were selected to feature in this publication. It is with pride and honour that I invite you to have a look at the many faces of work and learning.«



All UN Member Countries' flags are on display not far from the United Nations Campus in Bonn

Background and history



UNESCO and the Government of the Federal Republic of Germany signed an agreement for the hosting of a UNESCO International Centre for Technical and Vocational Education and Training in Bonn, Germany, on 12 July 2000. The document was signed by UNESCO's Director-General, Mr Kōichirō Matsuura, and the German Education and Research Minister, Ms Edelgard Bulmahn. The Centre became operational in September 2000 and was officially inaugurated on 8 April 2002. What was the background to this historic event?

UNESCO had long realized the importance of work skills, knowledge and attitudes, essential competencies for employment, and had already been active in the field of technical and vocational education and training (TVET) for over 40 years.

The idea of launching a comprehensive project on TVET dated back to 1987. In that year, UNESCO held its First International Congress on Technical and Vocational Education in Berlin, hosted by the German Democratic Republic (GDR). At this Congress, UNESCO Member States identified TVET as a priority area within UNESCO's range of programme activities and expressed their desire for

... an international plan of action be drawn up for the development of technical and vocational education and for promoting international co-operation in this field.

Member States also suggested that

... UNESCO should support the establishment of an international centre for research and development in technical and vocational education (UNESCO 1987).

UNESCO's definition of TVET

According to the 2001 UNESCO Revised Recommendation Concerning Technical and Vocational Education,

Technical and vocational education (TVE) is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills,

attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational education is further understood to be:

- an integral part of general education;
- a means of preparing for occupational

fields and for effective participation in the world of work;

- c. an aspect of lifelong learning and preparation for responsible citizenship;
- d. an instrument for promoting environmentally sound sustainable development;
- e. a method of facilitating poverty alleviation (UNESCO 2005a, p.7).

(contd.)

1987

1st International TVET Congress in Berlin defines TVET as a priority for UNESCO

The UNESCO General Conference adopts the Convention on TVE and carries out a feasibility

study on the establishment of an International Centre for Technical and Vocational Education

1989

After conducting a feasibility study to establish such a centre in, the UNESCO General Conference decided to launch the International Project on Technical and Vocational Education, which was named 'UNEVOC'. In accordance with an agreement with Germany, the UNESCO-UNEVOC Implementation Unit was established in 1991 and became operational in 1993 in Berlin. Its initial programme focused on the development of technical and vocational education systems in Member States; the strengthening of national infrastructures for planning, research and development; and facilitating international cooperation. At that time – in 1992 – a Network of TVET institutions was established in response to the lack of a platform for international cooperation in the area of TVET. Hans Kröninger remembers:

A range of global networks exists in higher education. However, until the early 1990s, there was no global network of TVET professionals. One reason for this may have been the diversity of TVET across countries and regions. Another reason was the absence of TVET from the priority agendas of international organizations, and also of many governments. Some platforms for cooperation in TVET were available at the regional level only, e.g. in Latin America and in Europe.

Mr Hans Kröninger was the chief facilitator in conceptualizing the UNEVOC Project. He had been involved in the first Congress in 1987, UNESCO's international TVET symposium in 1989, the preparation of a Convention on TVET in 1989, the feasibility study on setting up a Centre for TVET in Berlin in 1991, and the launching of the UNEVOC Unit in 1993. It was Mr Kröninger's personal commitment and leadership that drove the establishment of the International Centre in Bonn.

'Langer Eugen', home to the United Nations Campus in Bonn



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learning to do

The UNESCO General Conference decides to launch an International Project on TVE (UNEVOC)

1992
The UNEVOC Network is initiated



1991

An International Advisory Committee evaluated the UNEVOC project in 1996/97. It recommended that the UNEVOC Project should be consolidated, and that the 'UNEVOC Project Centres' – the forerunners of the UNEVOC Network – should be 'at the forefront of all actions at national level' and be made into 'effective nodes of an international communication network'. The Advisory Committee further recommended that the UNEVOC Project should develop strategies to 'bring the various international agencies to co-operate to make all programmes dedicated to TVE more effective' (UNESCO 1997).

The Second International Congress on Technical and Vocational Education held in Seoul, Republic of Korea, in 1999, requested UNESCO to launch a long-term programme on TVET from the year 2000 onwards. The General Conference of UNESCO adopted a resolution in 1999 authorizing

1993

UNEVOC becomes operational in Berlin, Fehrbelliner Platz 3.



Colin Power, ADG/ED of UNESCO and Hans Kröninger, founder of UNEVOC, inaugurate the UNEVOC Implementation Unit in September

(contd.)
In this broad definition, the term 'training' is not explicitly highlighted, with greater emphasis placed on 'education'. This reflects on the earlier division of roles with regard to TVET within the United Nations system, whereby UNESCO's concern used to be

centred on technical and vocational education, as part of the Education for All (EFA) initiative, while the International Labour Organization (ILO) focused on aspects of training for employment at the workplace by stressing the concept of decent work and the welfare

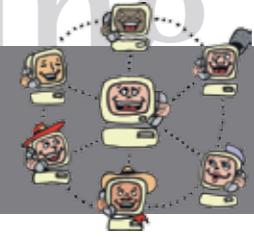
of workers as a global demand to be satisfied. By giving prominence to joint efforts of promoting the world of work, international participants at the Second International Congress on Technical and Vocational Training (Seoul, April 1999) clearly pointed out that:

The two most renowned international agencies in the field of vocational education and training, UNESCO and ILO, need to address this issue seriously, so that we stop talking different things about what should be the same thing, and stop insisting

(contd.)

1996

UNEVOC goes online



1998

officially handed over to the United Nations. The UN premises in Bonn were inaugurated by Kofi Annan, then Secretary-General of the UN, and Chancellor of Germany Angela Merkel.

The first Director of the UNESCO-UNEVOC International Centre was Rupert Maclean, an Australian who was previously Director of the Section for Secondary Education, UNESCO Headquarters, Paris. Mr Maclean had extensive experience of education and schooling in developing countries, having been for seven years Chief of the Asia-Pacific Centre of Educational Innovation for Development at UNESCO Bangkok. Prior to that, he had been UNESCO's Chief Technical Advisor in Myanmar for a United Nations Development Programme project.

The Centre's establishment underlined UNESCO's commitment to contribute to human, social and economic development through the promotion of skills for work and life. UNESCO sees the role of TVET as educating the whole person, not just the worker. It has thus adopted a holistic approach to skills development for employability and citizenship by placing emphasis on the 'values, ethics and attitudes to prepare the learner for self-reliance and responsible citizenship', as stated in the Revised Recommendation Concerning TVE (UNESCO 2005a). This broad understanding of TVET stems from the proposition formulated to UNESCO in the 1996 report by the International Task Force on Education for the Twenty-First Century led by Jacques Delors, which states that education throughout life is built upon four pillars: learning to know, learning to do, learning to live together and learning to be, and is based on UNESCO's overall mandate 'to build peace in the minds of men and women' (UNESCO 1996).

The 2nd TVET Congress in Seoul requests UNESCO to launch a long-term programme on TVET



(contd.)

that UNESCO's role is vocational education, while ILO's role is vocational training. This is not role splitting, but rather hair splitting!«

Munther al-Masri,
President, National
Center for Human
Resources Development
Jordan, at UNESCO's
Second International

Congress on TVE,
Seoul, 1999. In
UNESCO 1999, p.13).

In the light of such international attention to the need to share collective responsibility for workforce development, the term 'training' was included in UNESCO's programme and terminology

when referring to workplace and workforce education. In addition, in aiming to promote the implementation (and realization) of TVET as a fundamental human right, the concept of training for particular skills or appropriate types of work-related practices over a period of time was introduced as part of UNESCO's strategic objectives and activities. This makes sense, especially as the notion of educating and training individuals to be fitted or matched to jobs for life is being replaced by the necessity for lifelong learning and obtaining generic skills. It becomes clear that learning no longer

takes place only in the form of formal school education, but also in non-formal and informal settings, at the workplace, and through participation in economic and social life, in partnership with the private sector and employers.

UNESCO DG Kōichirō Matsuura and Edelgard Bulmahn, Federal Minister of Education and Research, sign the agreement to host

the UNESCO-UNEVOC International Centre in Bonn on 12 July

2000



While 'learning to do' is the pillar most directly linked to TVET, the Delors report argues that the four pillars cannot stand alone, but are 'four paths of knowledge [that] all form a whole' (p. 86). It is this holistic view that distinguishes the work of UNESCO in TVET from those of other organizations, as it goes beyond the demand for TVET for purely economic purposes.

Two normative documents provided the overall framework and guidance for UNESCO's actions in TVET. In 1962 the UNESCO General Conference adopted a *Recommendation Concerning Technical and Vocational Education*. This normative instrument was revised in 1974, further revised and updated at the General Conference in 2001 taking account of the two International Congresses on TVET held in Berlin in 1987 and Seoul in 1999 (see UNESCO 2005a). The Convention on Technical and

2002

The UNESCO-UNEVOC International Centre is officially inaugurated in Bonn on 8 April



Vocational Education was adopted at the General Conference in 1989 (see UNESCO 2005b). As part of UNESCO's Strategy for TVET, these normative instruments will be revised.

UNESCO did not have a TVET Strategy then. A UNESCO Strategy for TVET was developed in 2008/2009 (see page 116) and guides UNESCO's – and UNEVOC's – actions for the period of 2010 to 2015 in the promotion of TVET and skills development within a broader framework of lifelong learning. Within the Strategy, UNEVOC conducts policy reviews and related capacity development through its international Network of TVET institutions, and has developed an extensive array of online services and publications to help fulfil its mandate.



2004

Seoul +5: UNESCO and BMBF host a five-year progress review of the Seoul TVET Congress in Bonn, entitled 'Learning for Work, Citizenship and Sustainability'. As part of this conference, and one year prior to the launch of the Decade on Education for Sustainable

Development, UNEVOC holds the first international conference on sustainable development in TVET. At the close of the meeting, participants endorse the Bonn Declaration, which defines the role and contribution of TVET to sustainable development.



2005

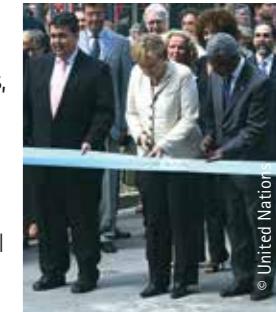
UNEVOC releases the Learning and Working skills development campaign package, a set of booklets and videos that showcase how to produce goods using low-cost materials and simple tools



Mmantsetsa Marope,
Director of UNESCO's
Division for Basic
Learning and Skills
Development, and
Borhene Chakroun,
Chief of the UNESCO
TVET Section, at
UNESCO-UNEVOC in
Bonn, March 2011

Chancellor Angela Merkel
hands over the UN Campus
building to then UN
Secretary-General Kofi
Annan on 11 July in Bonn

2006



United Nations

of rapid transition. Special attention is given to meeting the specific needs of women and girls, and disadvantaged groups such as those in remote areas, the poor, minority populations and demobilized soldiers.

As part of UNESCO, the UNESCO-UNEVOC International Centre is the platform for international cooperation in TVET. It undertakes its activities in close consultation with UNESCO Member States, in collaboration with the Division for Basic Learning and Skills Development at UNESCO Headquarters, and with partner agencies such as the ILO. Complimentary activities are undertaken in collaboration with the UNESCO International Institute for Educational Planning (IIEP), the UNESCO Institute for Lifelong Learning (UIL), the UNESCO International Bureau of Education (IBE), the UNESCO Institute for Information Technologies in Education (IITE), and UNESCO Cluster and Field Offices.



European preparatory meeting for the Seoul Congress held in Crete, Greece, 1998. Hans Kröner with Qian Tang

UNEVOC holds a virtual conference on TVET for a sustainable future from 22 October to 10 November, the first of a series of UNEVOC online discussions



2007

Why UNEVOC was necessary – the roots

»From the very outset, UNEVOC engaged in bridging the gap between 'education' and 'training' in TVET«

In order to understand the role of UNEVOC today, it is worth recalling its roots in the history of UNESCO. Back in 1954, UNESCO and the International Labour Organization (ILO) agreed that UNESCO should deal with 'technical and vocational education', while the ILO's mandate was seen in 'vocational training'. This academic distinction has hampered UNESCO in its effort to develop comprehensive strategies for technical and vocational education. Thus, for many decades, UNESCO's programmes in technical and vocational education (TVE) mainly focused on learning arrangements 'in schools or other educational institutions' (UNESCO 1962).



Secretary-General Ban Ki-moon visits the UN Campus in Bonn on 16 July

2008

UNESCO and StratREAL Foundation sign partnership agreement for a four-year project on entrepreneurship education



in the Arab States on 12 December

An anecdote

When it comes to anecdotes, perhaps there is the following story. In February 1991 (two years before I joined UNESCO) I happened to be the editor of UNESCO's 'Feasibility Study on the Establishment of an International Centre

for Technical and Vocational Education'. There was no e-mail these days. I sent a print copy to Paris by postal mail, on the very day on which I took off to attend an 'International Symposium on TVE' in Tehran, Iran. There, I met, among others, the representative of the Chinese State

Commission on Education. I shared with him my copy of the Feasibility Study, and we had fruitful discussions during our stay in Tehran. Two years later, we met again, this time in Paris. In the meantime, I had been appointed Chief of the UNEVOC Implementation Unit

in Berlin, while the colleague from China had joined the Education Sector of UNESCO. His name is Qian Tang, now Assistant Director-General for Education.

2009

UNEVOC launches the six-volume International Handbook of Education for the Changing World of Work and the

knowledge-sharing platform TVETipedia.org



UNEVOC launches the UNEVOC Network portal and a series of Good Practices and Case Studies

2010

Linking the TVET community

The UNESCO-UNEVOC Electronic Mail Forum (e-Forum) can be seen as a major success story of UNEVOC. At the advent of the Internet in developing countries, TVET professionals in small and remote countries discovered the e Forum as a platform for professional exchange across the globe. More than a decade later, the e Forum still is a most cost-effective instrument for linking the worldwide TVET community of professionals.

Hans Kröner
Founder of UNEVOC

Shyamal Majumdar takes up his functions as Head of UNESCO-UNEVOC in May



Irina Bokova and Shyamal Majumdar during the celebration of the 60th anniversary of German membership in UNESCO, 23 June 2011 in Berlin.

»I passionately believe that providing high-quality and relevant education for all improves the lives of individuals, their families and communities, and is the key to economic and social development«



The 3rd UNESCO International Congress on Technical and Vocational Education and Training takes place in Shanghai on 14-16 May

UNEVOC launches World TVET Database



2012

Interview with Rupert Maclean, former Director of UNEVOC

You headed UNEVOC from its establishment as a Centre for some eight years, from April 2001 to March 2009. What motivated you to take on the role of Director of UNEVOC?

I was appointed founding Director of UNESCO-UNEVOC by the UNESCO Director General Mr Kōichirō Matsuura. At the time, I was Director of Secondary Education at UNESCO Paris, having just recently moved to Paris from UNESCO Bangkok where I had been acting Director for a year, concurrently with being Chief of the Asia-Pacific Centre for Educational Innovation for Development for 7 years. Soon after arriving in Paris Mr Matsuura called me into his office one day to say that to date UNESCO had been unsuccessful in locating a suitable Director for UNEVOC, a new UNESCO Office to be established in Bonn, Germany, and that he wanted me to



© City of Bonn

Rupert Maclean during "UN Talks" on the eve of United Nations Day celebrations in October 2008

move to Bonn to take up this post as Foundation Director. I was honoured to be offered this position, and to become Director of my own UNESCO Office, and so I enthusiastically accepted his offer.

What visions and ideas inspired you and fuelled your day-to-day activities at UNEVOC?

I wholeheartedly and passionately believe that, based on available research evidence and my own personal experience, providing high-quality and relevant education for all improves the lives of individuals, their families and communities, and is the key to economic and social development. This is particularly true for the disadvantaged, such as the poor, women and girls, ethnic, racial and religious minority groups, those living in remote areas, unemployed or underemployed youth and others who may for some reason be marginalized in society. TVET is at the core of any successful education for development agenda. I know for sure that UNEVOC has had a big impact on helping UNESCO Member States strengthen and upgrade their systems of education for the world of work, with particular reference to promoting best and innovative practices. UNESCO-UNEVOC contributes to improving TVET at the country level, through the UNEVOC Network, by organizing seminars and meetings on key aspects of TVET, by providing governments with advice on policy and practice, and through UNEVOC's extensive and much respected research and publications programme.

What is your best memory of your time at UNEVOC?

My best memories of my time at UNEVOC concern helping in concrete ways developing countries, countries in transition and those in a post-conflict situation achieve high-quality and relevant TVET

for all. Another strong memory concerns the preparation by myself and UNEVOC colleagues, and the publication by the noted international publishers Springer, of a six-volume International Handbook on Education for the Changing World of Work: Bridging Academic and Vocational Learning, which was jointly edited by myself and David Wilson, with Chris Chinien as Associate Editor. This Handbook, the associated UNEVOC book series on TVET, and the Handbook of TVET Research edited by Professor Felix Rauner and myself, have, more than anything else, put UNEVOC on the map as an intellectual leader in the field of TVET. Another precious memory concerns the close friendship and camaraderie between colleagues working in the UNEVOC office in Bonn, most of whom are friends as well as colleagues, united by a common cause to make the world a better place for all sections of society, regardless of their socio-economic status, gender of situation in life.

... and your worst?

I can honestly say that I do not have any bad memories of working in UNEVOC. The 8 years I spent in Bonn as Director of UNEVOC was a very happy and productive period in my life, and I regard it as both an honour and a privilege to have had this opportunity.

What is your message to UNESCO-UNEVOC for the next decade?

Keep up the good work. You are making important contributions to achieving a noble and praiseworthy cause, which is to make the world a better place for the most disadvantaged sections of society, with particular reference to helping to provide them with meaningful, decent and sustainable livelihoods and work.

Rupert Maclean with former Mayor of Bonn Bärbel Dieckmann during United Nations Day celebrations in October 2008



© City of Bonn

»UNEVOC has had a big impact on helping UNESCO Member States strengthen and upgrade their systems of education for the world of work, with particular reference to promoting best and innovative practices«

UNEVOC: aims

TVET in the context of EFA

The Education for All movement is a global commitment to provide quality education for all children, youth and adults by 2015. At the World Education Forum in Dakar

in 2000, 164 governments pledged to achieve EFA and identified six goals to be met by 2015. TVET is essential in ensuring the delivery of UNESCO's global leadership in EFA through goals 3 and 6:

- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes (goal 3) and
- 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 (goal 6).

UNESCO-UNEVOC has always upheld TVET as being an integral part of the EFA movement, without which the Education for All goals cannot be attained.

Improving access to TVET

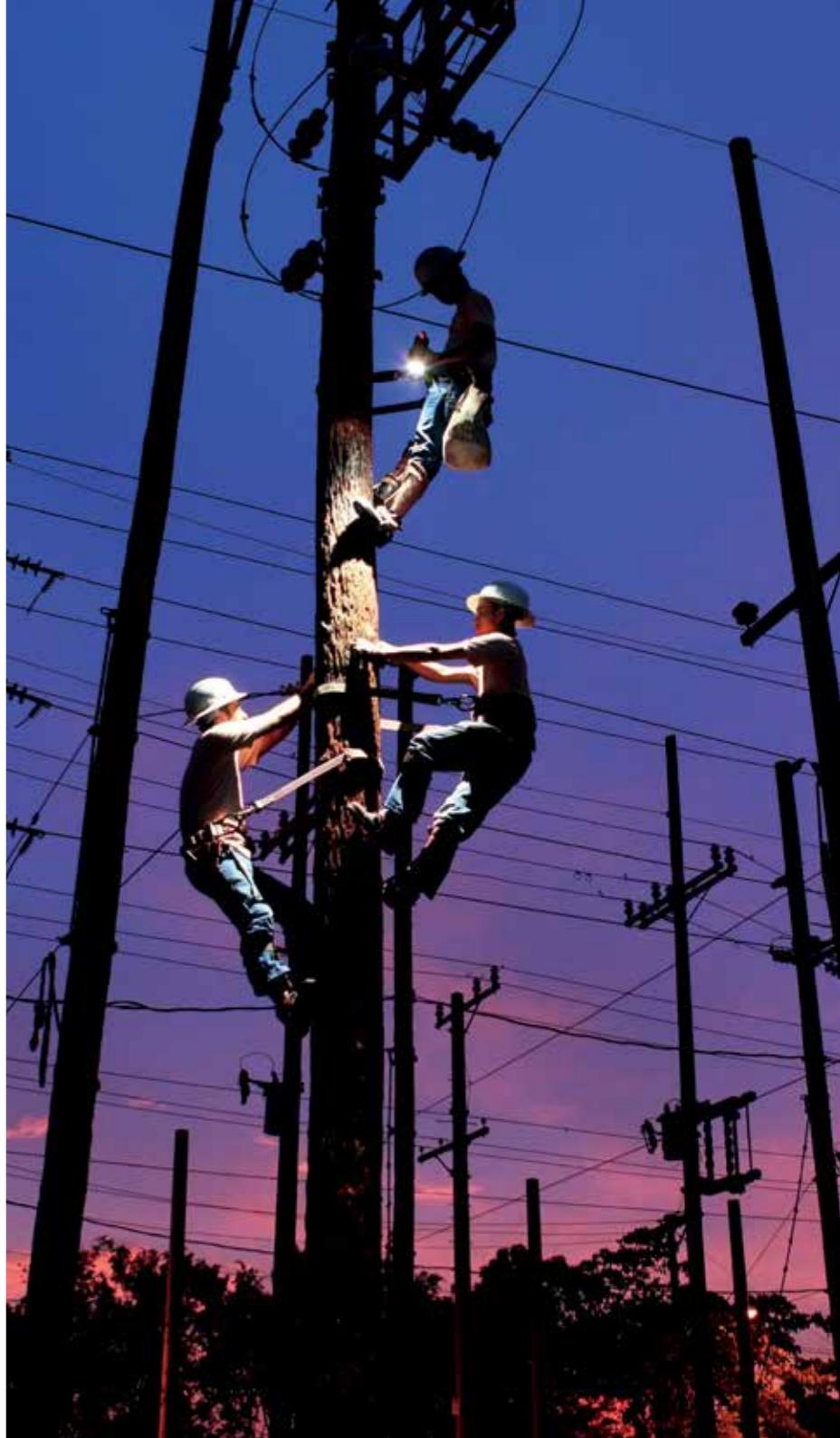
Progress towards universal primary education as an outcome of the Education for All movement led by UNESCO, and the resulting increase in secondary education enrolment, have sparked career expectations and raised hope for better futures in many people. Their development and economic wellbeing depend on the ability of countries to provide relevant skills to all – even the most vulnerable – members of their societies and to offer them opportunities for professional fulfilment.

At the same time, new technologies, globalized economies, changing workplaces and evolving mindsets, notably with regard to gender issues, are opening up new employment opportunities for many people, and are challenging the way we conceptualize and go about work.

Technical and vocational education and training significantly increases chances of finding decent work and is central in reducing poverty. TVET also plays an essential role in promoting a country's economic growth. TVET helps learners acquire skills, knowledge and attitudes needed to work in dignity, to support themselves and their families as well as to be active and effective members of a community.

Conversely, a poorly skilled population and skills mismatches have a high price as they translate into economic disadvantages, high unemployment and political instability. All of these problems have a negative impact on social cohesion.

Danilo O. Victoriano,
Philippines
Newly graduate and young linemen workers undergoing training for electrical installation in the simulated working environment facility of an electric power service distribution company. Taken at MERALCO (Manila Electric Company) Training Facility, Pasig City, Philippines





Justin Benson,
USA

Sitting on the edge of a hillside, this woman sets up shop daily, attempting to sell the goods she makes by hand. Her store front is a small table that she covers during rain storms, resting off the roadside in Chequerec, Peru

Jonathan De Vera,
Philippines

He is a mobile vendor, travelling on a bicycle to different towns, ringing his bell for attention and selling Binatog or boiled white corn kernels, a popular Filipino street food made with soaked white corn topped with either sugar or salt (or both) and generous amounts of grated coconut



UNESCO-UNEVOC is dedicated to advancing learning opportunities for disadvantaged groups and in particular women, out-of-school youth, ethnic and traditional groups, refugees, the disabled and former combatants to enable them to successfully integrate into the world of work

Since its establishment, UNESCO-UNEVOC has been dedicated to advancing learning opportunities for disadvantaged groups and in particular women, out-of-school youth, ethnic and traditional groups, refugees, the disabled and former combatants to enable them to successfully integrate into the world of work and society at large. The exclusion of these groups from TVET programmes leads to many countries losing out on the major potential of this human capital for national development and growth.

UNESCO upholds education as a human right and as an essential element for the full development of human potential. Within this context, UNEVOC aims to improve access to TVET programmes that facilitate initial entry into the world of work, and that provide opportunities for continuing education and retraining.

UNESCO-UNEVOC works towards this goal by helping Member states develop, upgrade and strengthen TVET systems that best suit their particular contexts, focusing its activities on the key areas of policy dialogue and capacity development, through networking and the sharing of knowledge and information.



Clint Randall,
UK
*Cabinet maker at
his workshop in the
Cotswolds, UK*

Claudia Bello Plaza,
Chile
*This picture shows the
working day of my car
mechanic, a simple and
courageous person who
runs his garage with
the help of his son and
an assistant in the city
of Santiago de Chile*

Enhancing quality...

**UNESCO-UNEVOC
assists Member States
in developing TVET
systems that best
suit their particular
requirements**

A major concern of policy makers is to provide a TVET system that is relevant and accessible to all, while addressing issues of quality and equity. As TVET is usually more expensive than academic education in terms of cost per student, it is important to ensure that it is implemented in a cost-effective manner in line with labour-market needs.

Quality education is central in accordance with the human rights perspective contained in the Dakar EFA Goals. In that regard, UNESCO supports Member States in the revision of their TVET policies, taking into account formal and non-formal education, and also TVET teacher training. Within the frame of its Strategy for TVET,

UNESCO supports institutional efforts to build in Member States the capacity of TVET professionals to promote skills that lead to employment, while upholding high ethical and professional standards.

In this same context, UNEVOC has also developed collaborations with the private sector, which has considerable potential to ensure the relevance of TVET to the labour market.

As UNESCO's work is increasingly focusing on strengthening TVET at the country level, the UNEVOC Centres have also gained importance as national partners and as multipliers and disseminators.



...and relevance

As TVET is usually more expensive than academic education, it is important to ensure that it is implemented in a cost-effective manner in line with labour-market needs

The role of UNESCO-UNEVOC in enhancing the quality and relevance of TVET is to provide capacity development programmes for TVET educators and policy makers. UNESCO-UNEVOC and its networks organize seminars and workshops to assist Member States in developing TVET systems that best suit their particular requirements. Another of UNESCO-UNEVOC's activities is to enhance education ministries' capacities to review their legal and policy frameworks for TVET so that they respond to national challenges and realities, as well as reflecting regional and international trends and developments.

Petro Zadorozhnyy,
Ukraine
Worker in the construction of the stadium for the Euro 2012 football cup in Lviv, Ukraine



UNEVOC: actions

The Network increases the visibility of its members and offers opportunities for partnerships with like-minded institutions

Strengthening the UNEVOC Network

The diversity among UNEVOC Network members ensures that all important stake-holders in the TVET community have their say in the global debate on technical and vocational education and training

UNEVOC undertakes most of its activities through a world-wide network of around 280 UNEVOC Centres in more than 165 countries. The UNEVOC Network is the only network of TVET institutions with a unique global outreach. It links and fosters interaction and learning among diverse TVET institutions around the world. From its location in Bonn, UNESCO-UNEVOC acts as the hub of the Network.

One of the reasons UNESCO launched the UNEVOC Project in the 1990s was the need to set up an appropriate institutional framework that would facilitate the networking of national institutions engaged in TVET, and to promote the international exchange of knowledge within the worldwide

community of TVET experts. In keeping with this purpose, the Network's aim is to assist UNESCO Member States develop and strengthen TVET through knowledge sharing, collaboration and joint activities.

The UNEVOC Network serves as a unique platform for south-south and north-south-south cooperation. The members that make up the UNEVOC Network are TVET institutions in UNESCO Member Countries. These institutions are called 'UNEVOC Centres'. UNEVOC Centres can be TVET sections within ministries of education, national bodies dedicated to TVET policy development, TVET departments within universities, or TVET institutions at the secondary or post-secondary school level. This diversity ensures that all important stakeholders in the TVET community have their say in the global debate on technical and vocational education and training.

**Debashis Mukherjee,
India**
Team work: women are working together in a community kitchen



The UNESCO-UNEVOC International Centre coordinates all endeavours concerning the UNEVOC Network, which has three specific objectives:

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

The UNEVOC Network provides its members with opportunities to collaborate with one another at the regional and international level by organizing joint activities and face-to-face meetings. Network members can share their countries' experiences with one another, discuss issues of common relevance and contribute news and events on the UNEVOC Network Portal. The Network increases the visibility of its members and offers opportunities for potential partnerships with like-minded institutions. Network members also have privileged access to UNESCO-UNEVOC's publications and online services.

Debashis Mukherjee,
India
Making bonds: a fisherman and his wife repairing a fishing net



Far right:
Claudio Allia,
Italy
Acrobats in the Mathare Valley Slum, Nairobi, Kenya

UNEVOC Centres actively and regularly contribute in UNESCO's various channels and ensure a continued flow of knowledge and expertise among Network members. UNEVOC Centres are expected to conduct at least one local activity per year. Membership of the Network is revised regularly. In addition, UNEVOC Centres work as key country partners for UNEVOC and are expected to act as national focal points for persons and institutions at country level seeking information about UNESCO-UNEVOC.

Following recommendations from the 2012 World TVET Congress, UNESCO-UNEVOC introduced regional clusters to ensure better coordination of the Centres. Each of the five UNESCO Regions (Africa; Arab States; Asia and Pacific; Latin America and the Caribbean; and Europe and North America) has been divided into several sub-clusters; and regional coordinators, appointed on a rotational basis, work together with UNEVOC to coordinate activities at the regional level.



»With the expansion of the UNEVOC Network came a need to improve its profile and visibility, and to cater to the specializations and interests of TVET leaders and their institutions«

My time with UNESCO-UNEVOC

»The foundation has been laid and tentative steps taken for UNESCO-UNEVOC to become a leading port of call for capacity building and materials in the area of TVET«

My association with the UNESCO-UNEVOC International Centre goes back from the time I was at the UNESCO Regional Office for the Asia and Pacific Region in Bangkok as a Programme Specialist for TVET since the late 1990s. An important element of my responsibilities was promoting of the activities of the UNEVOC Project, especially advising departments of TVET in establishing UNEVOC Centres in the Asia and Pacific Region. Therefore, when I transferred from Bangkok to be Programme Specialist for TVET and Head of the UNEVOC Networks at UNESCO-UNEVOC in 2005, I took up responsibilities in an area of work in which I not only had extensive experience and knowledge, but also a special interest.

I developed criteria and a transparent procedure for TVET institutions to become UNEVOC Centres. Then, with the help of colleagues at the Centre and afield, institutions were identified and invited to join the UNEVOC Network. By 2010 UNEVOC Centres were found in all UNESCO Member States save a few. In many of the bigger countries, in both the developed and developing world, there were two or more UNEVOC Centres.

With the expansion of the UNEVOC Network came a need to improve its profile and visibility, and to cater to the specializations and interests of TVET leaders and their institutions. I moved to cluster the UNEVOC Network by area of specialization. Through conferences and seminars and playing the broker, I got the interaction of leaders of UNEVOC Centres in the North and South established,



L. Efison Munjanganja inaugurating the 'UNESCO-UNEVOC Park' at Western Visayas College of Science and Technology, a UNEVOC Centre in Iloilo City, Philippines

© Western Visayas College of Science and Technology

fostering sharing and mutual assistance, thereby making it unnecessary to re-invent the wheel when examples and models on TVET innovations were shared.

Advice, assistance and support to build the capacity of UNEVOC Centres were regularly provided to leaders and teams of TVET educators. Principally these entailed the organization of training events such as seminars, workshops, case studies and Mobile Training Teams.

While all the foregoing activities were undertaken with zeal and enthusiasm, it was the case studies, materials on learning and policy development in TVET in the mode of 'What Works' in TVET, and manuals of which I was gunning to do more. Driving these lines of action was the desire to

increase the contribution of TVET leaders and practitioners from the developing world, especially Africa and Asia, and from countries in transition to the reservoir of case studies, examples and success stories at UNESCO-UNEVOC.

The foundation has been laid and tentative steps taken for UNESCO-UNEVOC to become a leading port of call for capacity building and materials in the area of TVET. Such a Centre would play a vital role to TVET leaders and practitioners who are seeking in a hurry to get examples of what works and why in a bid to innovate TVET and improve the relevance of learning outcomes.

L. Efison Munjanganja,
former Head of UNEVOC Networks
and former Officer in Charge



*Teeluck Bhuwanee,
Head of the UNEVOC
Network since 2011*

© UNESCO

Commitment to a vibrant network

»The UNEVOC Network has succeeded to become an inclusive learning network«

As we celebrate the tenth anniversary of the UNESCO-UNEVOC International Centre, we are also reminded that the creation of the UNEVOC Network goes back to the 1990s when the first lot of UNEVOC Centres were set up.

Over the last 20 years, as active channels for offering assistance to vocational leaders and educators and for providing reliable services, the Network has succeeded to become an inclusive learning network aimed at improving the availability of TVET learning and teaching resources and innovative tools through enhanced networking, clustering and access to dependable information on UNEVOC Centres and contribution to knowledge generation and sharing.

For this we are grateful to all those who have worked very hard to establish the UNEVOC Network worldwide as a global Knowledge Network, including dedicated staff at the International Centre and in the UNEVOC centres.

After the expansion phase, we are now in a process of consolidation and strengthening the relevance, effectiveness, efficiency and sustainability of the Network. What matters most is whether the Network as presently structured is likely to have the required impact? Can we make the required changes produced by the Network's interventions, directly or indirectly, intended or unintended?

Henceforth there will be more stringent criteria for Network membership and indicators (such as the UNEVOC Centre's credibility and demonstrable competency in TVET, regular and consistent TVET activities, demonstrable and sustainable ability to support government to build strong TVET systems) against which to judge if the Network is performing according to expectations.

The International Centre will provide the UNEVOC Centres with the required technical assistance to enable them to perform their roles properly, especially to viable Centres wanting to meet the defined criteria but having difficulties reaching the set standards. Finally, a better use of media both local and international will be made to increase the visibility of the UNEVOC Network at global and local levels.

The International Centre is committed to creating and sustaining a vibrant network and I sincerely believe that the UNEVOC Network will be able to play a more dynamic role at the international level and respond to the expectations expressed in the Shanghai Consensus of 2012.

Teeluck Bhuwanee
Head of the UNEVOC Network

»The International Centre is committed to creating and sustaining a vibrant network«



Before the spread of the Internet, airmail was the main channel for communication within the UNEVOC Network

Knowledge sharing and online services

UNESCO-UNEVOC provides a platform through which individuals and institutions can exchange and access information, knowledge and experience on TVET

The importance of improving TVET through the sharing of information, knowledge and experiences, and UNESCO-UNEVOC's key role in acting as the facilitator of this international exchange, has always strongly been highlighted. As can be taken from several General Conference documents at the origin of UNEVOC's founding, UNESCO Member Countries believe that countries' TVET systems can be improved by enabling dialogue between TVET stakeholders from all regions of the world.

The services and tools provided by UNESCO-UNEVOC make this a reality. Through our various channels, we enable policy makers, practitioners, education specialists and students to play a role in shaping the international education agenda with regard to skills development for employment. UNEVOC has initiated online debates, held virtual conferences on trends, hot topics and important

issues in TVET and has brought the international TVET community more closely together around its online services.

UNESCO-UNEVOC has also provided a platform through which individuals and institutions in UNESCO Member States can exchange and access information, knowledge and experience on TVET, using various online services and an extensive publications programme.

We do this as part of our mandate to inform the global TVET debate, as defined in UNESCO's Strategy for TVET. As part of this Strategy, we seek to encourage south-south and north-south-south dialogue: our online resources and publications are a vehicle to transport information and knowledge among our partners, the UNEVOC Network and beyond.

e-Forum: the early years

In the early years of UNEVOC, communication with TVET institutions and professionals worldwide was a huge challenge. The 'UNEVOC Directory' of network partners was dispatched in print format. Hundreds of air mail letters were sent out every month. It took weeks, if not months, to obtain feedback.

Many issues raised in correspondence had become obsolete by the time the responses arrived.

In 1993, a Japanese company was willing to provide about 100 fax machines to facilitate communication within the UNEVOC Network. Fortunately, UNEVOC was warned not to build on fax technology, as more adequate means of electronic

communication would spread out soon. Indeed, even in poor countries, access of TVET professionals to e-mail expanded quickly. UNEVOC launched the e Forum in 1998. It took a few months only until hundreds of TVET professional were linked, many of them from small developing countries.'

Hans Kröner

e-Forum



The e-Forum is one of UNEVOC's longest-running projects. It was started in 1998 with a handful of TVET experts. Today, is a virtual community of over 2500 TVET experts from more than 170 countries who share information and knowledge about different aspects of TVET via a mailing list.

UNESCO-UNEVOC regularly hosts moderated discussions on the e-Forum on topics such as women and TVET, TVET teacher education or TVET in post-conflict and emergency situations.

www.unevoc.unesco.org/forum

TVETipedia The Network Portal



TVETipedia, an online encyclopaedia for TVET, was started in 2008. Its articles are collaboratively written and edited by TVET experts around the world. TVETipedia serves as reference portal for all topics related to TVET and users can help shape it by editing and adding content.

www.TVETipedia.org

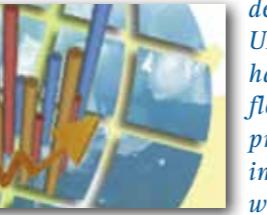
Members of the UNEVOC Network – the UNEVOC Centres – can link up with one another through the Network Portal. The Portal gives

Network members the opportunity to update their profiles, share news and events and contribute promising practices in TVET. While exchange on this platform is restricted to UNEVOC Network members, everyone can access the online

directory to find detailed information about individual UNEVOC Centres and their activities.

www.unevoc.unesco.org/network

World TVET Database



What is the role of TVET within a country's education system? Is there a national policy or strategy for TVET in place? What qualifications do TVET teachers need to teach a profession?

The World TVET Database seeks to provide answers to these questions and many more. The Database is UNESCO-UNEVOC's endeavour to provide

concise, reliable and up-to-date information on countries' TVET systems around the world, as part of our mandate to inform the global TVET debate. It was launched during the World TVET Congress in Shanghai in May 2012.

www.unevoc.unesco.org/worldTVETdatabase

UNEVOC website, online and offline

'In 1995, the UNEVOC Unit in Berlin set up its first homepage. However, although more and more UNEVOC Centres had access to computers, not many of them had access to the Internet – particularly in developing countries. UNESCO-UNEVOC had a solution: floppy disks were prepared with an image of the UNEVOC web pages on it.'

More and more, digital full-text documents and reports were made available in PDF format. Because of the speedy increase of information on the UNEVOC web pages, the off-line web pages on floppy disk were replaced by a CD-ROM that included not only the UNEVOC web pages but a range of other full text documents, a choice

of Internet browsers, and a PDF reader software that allowed viewing and printing of documents. Surprisingly, some creative teachers in Africa used this CD-ROM to teach the Internet: learners in TVET institutions were able to 'surf' through the UNEVOC web pages as if they were connected to the Internet, thus understanding what the web is like, and how to use a browser.'

Hans Kröner

UNEVOC's publications seek to create a bridge between research, policy and practice, with the intention of creating a range of documents on the basis of which TVET systems in member countries can be guided towards more quality, equity and relevance

Promoting research and publications

UNEVOC publications are a visible and tangible output of the Centre's activities, drawing from knowledge generated from its activities, as well as from those of its partners and Network members

Within UNESCO's strategy for TVET, one of the roles of UNESCO-UNEVOC is 'to serve as a clearinghouse for TVET and a source of information-sharing and cooperation using revamped global UNEVOC networks' (UNESCO TVET Strategy 2010–2015). UNESCO-UNEVOC's unique role lies in its ability to reach out and make information accessible to a wide audience around the world, especially in developing countries and through its Network.

Since its origins, UNESCO-UNEVOC has published documents and publications relevant to TVET experts from around the world, either by the Centre itself or in collaboration with partner agencies or external publishers. They are a visible and tangible output of the Centre's activities,

drawing from knowledge generated from its activities, as well as from those of its partners and Network members. UNEVOC's publications have sought to create a bridge between research, policy and practice, with the intention of creating a range of documents on the basis of which TVET systems in member countries can be guided towards more quality, equity and relevance. By acquainting educational decision- and policy-makers, researchers and practitioners with the latest trends, good practices and developments in TVET worldwide, UNESCO-UNEVOC has aimed to enable decision-makers to weigh up the advantages and disadvantages of different models, and to facilitate co-operation between countries faced with similar challenges.



The key attraction of UNEVOC's publications programme has been its international outreach and comparative approach, which has enabled the beneficiaries – the UNEVOC Centres – to learn about good practices and innovations taking place in other countries. Another important feature is the fact that the authors come from all regions of the world, as well as different backgrounds, working in various fields such as universities, ministries, national TVET bodies, TVET research institutes or United Nations agencies. UNEVOC Centres worldwide receive copies of UNEVOC publications. Currently, the publications programme includes the following elements and series:

- the Bulletin, UNESCO-UNEVOC's Newsletter and its supplement, the UNEVOC Forum
- Case Studies of TVET in Selected Countries
- TVET Best Practice Clearinghouse
- a Discussion Paper series
- Annotated Bibliographies of TVET
- the book series 'Technical and Vocational Education and Training: Issues, Concerns and Prospects'
- the International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Learning
- the Handbook of Technical and Vocational Education and Training Research

Most of these publications are available for free download on our web page at unevoc.unesco.org/publications.

UNESCO-UNEVOC promotes a holistic approach to TVET by harmonizing interventions with key partners at the country level.

Enhancing capacity development

One of the missions of UNESCO is to assist countries in developing and upgrading their institutional capacities in its fields of competence. Through the extra-budgetary Capacity Development for Education for All (CapEFA) programme, and thanks to multiple partners and donors – national governments, technical partners, civil society and private sector actors who support this initiative – UNESCO assesses existing strengths in the education sector. From there, it ensures effective country leadership in the design, implementation and monitoring of strategies to reinforce education for all. Playing a key role in the drive to be more responsive to Member States' educational needs, UNESCO-UNEVOC has assisted the CapEFA initiative in the area of TVET, notably in Liberia, Malawi and Tanzania.

In line with the first core area of UNESCO's TVET Strategy, 'Providing policy advice and capacity development to UNEVOC Member States', a major part of UNESCO-UNEVOC's response to the needs of Member States in TVET lies within the capacity development approach. UNESCO-UNEVOC strives to provide capacity development through a range of modalities, such as the organization of training programmes, workshops and conferences, and by assisting countries in their policy review processes. It promotes a holistic approach to TVET by harmonizing interventions with key partners at the country level. This is designed to overcome the fragmentation of many national TVET strategies while co-ordinating civil society, the private sector, the trade unions, and teacher and trainer organizations. UNESCO-UNEVOC also facilitates regional co-operation through the use of existing regional networks and the global UNEVOC Network.



**Uzma Alam,
Bangladesh**
The skilled hands of a weaver performing his work with absolute precision. Photo taken in Benarsi Palli, Mirpur, which is the dwelling place of many such weavers

One early example of UNEVOC's involvement in capacity development is the initiative 'Learning for Life, Work and the Future' (LLWF) launched by UNEVOC in 2000 in collaboration with the Department of Vocational Education and Training of the Ministry of Botswana (a UNEVOC Centre) to stimulate reform in Southern Africa and to strengthen sub regional cooperation in TVET among members of the Southern African Development Community (SADC). The initiative represented a long-term commitment for UNESCO-UNEVOC, and it has helped mobilizing funds and expertise for the projects' development. This has strengthened institutional links in the area of TVET among SADC countries, many of which previously had closer links to European countries than among themselves.

More recently, UNESCO-UNEVOC, jointly with the ILO, UNESCO Headquarters and UNESCO offices in the Caribbean region, conducted several capacity-development activities which aimed at advancing policy reviews in this region. UNEVOC also recently provided assistance in the TVET policy reform processes of Afghanistan, Egypt and Pakistan.

One major tool for capacity development is UNESCO-UNEVOC's online platform. Through its online community of TVET policy-makers, practitioners and stakeholders UNEVOC regularly runs debates during which participants from all over the world share their information and expertise on themes such as women in TVET, TVET teacher education and TVET in post-conflict and emergency situations.



Afrinaldi Zulhen,
Indonesia

*Activity of rig crew
which try to pull out
a tubing stripper.
Working in the rig
needs particular skills
acquired by intensive
training, awareness
of safety and the
environment, and
also being able to
withstand work under
high pressure*

Thomas Rommel,
Germany
*All ages present
a community of
fishermen trying to
pull back the huge
net laid out in
the early morning
hours. The lack of
sufficient educational
infrastructure and the
huge gap between
school knowledge*

UNEVOC: regions

Africa

Three out of five unemployed persons in sub-Saharan Africa are young people, mostly struggling in the informal economy



In all countries in Africa, TVET represents a major challenge. Most workers have received non-formal training as TVET delivery is highly fragmented. Private TVET providers, work-based training, non-formal learning initiatives, and various other skills development initiatives all tend to operate in a non-coherent way. In most countries, the enrolment rate in formal TVET at secondary level is 5 per cent or less.

Governments and international institutions are paying increasing attention to TVET, which is one of the priority areas in the African Union's Second Decade of Education (2006-2015). But despite an increase in enrolment of African students in TVET, only few governments in Africa are able to make investments in their TVET systems at a level that can provide quality training. The demand for TVET is enormous. Three out of five unemployed persons in sub-Saharan Africa are young people, mostly struggling in the informal economy.

UNESCO has made Africa its top priority in order to better coordinate efforts to fulfil the Millennium Development and Education for All Goals, to advance education for sustainable development, to promote peace building and empower youth and women through capacity development.

UNESCO-UNEVOC works closely together with its UNEVOC Centres and national and international partners towards UNESCO's Priority Africa. In 2010, an Inter-Agency Task Team was set up to provide more coherent support to African countries by developing young peoples' skills to fight unemployment. It comprises several UN agencies and institutions, among which UNEVOC, and other partners such as ECOWAS and the Association for Development of Education in Africa (ADEA).

Left Page:
Sergio San Martin,
Spain
In the poorest countries, extreme poverty, food insecurity, inequality, high death rates and high birth rates are linked in a vicious cycle.

Reducing poverty by investing in health and education, especially for women and girls, can break this cycle

Neville Petersen,
South Africa
Mining personnel during shift work in South Africa





**Paolo Patruno,
Italy**
*Two students attend
operations to improve
their skills as future
surgeons at Sight
First Eye Hospital in
Blantyre, Malawi*

**UNESCO-UNEVOC
works closely together
with its UNEVOC
Centres and national
and international
partners towards
UNESCO's Priority
Africa**

UNESCO-UNEVOC has carried out its work in Africa in collaboration with many UNEVOC Centres, for example the Department of Vocational Education and Training of the Ministry of Botswana, the Mauritius Industrial and Vocational Training Board and Moi University, Kenya. It has also collaborated with the Member States of the Southern African Development Community (SADC) through the initiative 'Learning for Life, Work and the Future' (LLWF). The LLWF Initiative was adopted by the SADC Technical Committee on Intermediate Education and Training in 2002. Through this initiative, UNESCO-UNEVOC gave an impulse to sub-regional co-operation in SADC Member States enabling the UNEVOC Centres to focus on the most significant TVET issues. As one of the eight LLWF projects, UNESCO-UNEVOC organized software training in Johannesburg, South Africa in December 2005.

A UNESCO-UNEVOC sub-regional consultation meeting on 'The role of UNEVOC Centres in Furthering the African Union Second Decade of Education for Africa' took place in December 2011 in Nairobi, Kenya. The subsequent Call for Action stresses the importance of quality TVET that responds to the demands of the labour market. This meeting took place with the help of the Economic Community of West African States (ECOWAS) and SADC, the UNESCO Regional Office (BREDA) and UNESCO Cluster Offices.

The annual African UNESCO-UNEVOC TVET Summit was a special event within the pan-African eLearning Africa Conference. This Summit was an important opportunity for UNESCO-UNEVOC to showcase the benefits and costs of the use of ICT in TVET in Africa to a broad audience from African governments, NGOs and businesses, as well as from international agencies.

**Neville Petersen,
South Africa**
*Mining personnel
during shift work in
South Africa*



Jerzy Wierzbicki,
Poland
I met Indian workers in construction areas all over Muscat, Oman, which is developing at a very high pace.

Local companies here, constructing new building facilities in the city, employ a lot of workers of Indian and Asian origins – mostly simple but hard working people. Asians are the major ethnic group of the working class in the Gulf countries.



Arab States

The Arab Spring was initiated and carried out by educated, graduate youth who were denied access to the world of work. Their energy and their expectations must be recognized as an important motor that can advance the economy in the Arab States

Despite high economic growth in many Arab States, and although investment in education has increased and made education accessible to most young people, many students in the region do not perform well in international tests and surveys, and their skills often do not match the needs of the labour market – which has led to the region having the world's highest youth unemployment rate. Even during the 'boom' years prior to the global financial crisis, young people in the Middle East did not benefit from a high-quality education that would enable them to find decent jobs. The financial crisis has only deepened the gap between graduate youth and opportunities to enter the job market.

The wave of protests spreading across the Middle East and North Africa, known as the Arab Spring, started off with one young man's frustration who set himself on fire. A street vendor in Tunisia,

his many attempts to find a decent job had remained futile. The ensuing uprisings in several Arab countries were initiated and carried out by educated, graduate youth who were denied access to the world of work. Their energy and their expectations must be recognized as an important motor that can advance the economy in the Arab States. Arab countries must provide the right skills for their large youth population – an estimated two-thirds are under the age of 30 – if the Arab Spring is to have lasting effects. The major challenges facing Arab States in the next decade are creating jobs for the millions of people entering the labour market and making sure that job-seekers have both the qualifications and the appropriate skills and competences, which they are currently lacking.



Hans Kröninger,
Germany
I took this photo at the Vocational Training Centre in Saham, Oman, in October 2010. From 2009, females had been admitted to car mechanics training for the first time ever. However, at the time the photo was taken, only male trainees were allowed to work with car bodies.

Training of females was restricted to office jobs such as administration of spare parts. This is why the ladies are not wearing overalls but office clothing.

UNESCO is actively involved in the United Nations' response to the deep transformations underway in the Arab region and supports countries to make a peaceful transition to democracy, notably by improving the quality of their education systems. UNESCO-UNEVOC works closely together with the UNESCO Beirut and Cairo Offices, various national commissions for UNESCO, and not least the UNEVOC Centres in the Arab States Region to develop technical and vocational education and training and entrepreneurship education strategies aimed at making education more relevant for students and employers, including through more dialogue with the private sector. As an example, UNESCO-UNEVOC has developed the capacity of national authorities to integrate entrepreneurship education in the curriculum and supported the implementation of TVET plans and strategies through a four-year project on Entrepreneurship

Education in the Arab States (underway since 2009), which extends technical and financial support to countries that propose to integrate entrepreneurial learning in their education system. Four countries have so far participated in this project and are in the process of integrating this concept in their curricula. Funding for the project has come from the StratREAL Foundation.

As a direct follow-up to the Third TVET Congress in May 2012, UNEVOC Network leaders from the Arab Region met in Amman, Jordan in order to set up a framework of action to implement the recommendations of the Shanghai Congress. The workshop also considered the role of the UNEVOC Centres within the national policy framework and considered how to involve them more directly in national policy review and related policy development.

UNESCO-UNEVOC
supports the
implementation
of TVET plans
and strategies on
Entrepreneurship
Education through a
four-year project in
the Arab States

Eman Magdy
Mostafa,
Egypt
On a Friday morning (Friday is an official day off in Egypt) an old man is carrying wood poles used in construction with a face full of hope and optimism.



Further projects have included study tours – for example to the Mubarak-Kohl-Initiative and the National Skill Standards Project in Cairo, Egypt – and regional expert meetings aiming to promote cooperation in TVET among the Arab States and developing cooperative responses to drive TVET reform. These have brought together TVET experts from almost all Arab States who developed project ideas, working papers and reports on how to achieve regional cooperation in selected areas of TVET, based on national and regional needs, such as the need for developing public-private partnerships, promoting the role of TVET in sustainable development, and developing teaching and learning methods in TVET through the use of ICT. The meetings were also designed to enhance the pioneering role of UNEVOC Centres to participate efficiently in the activities leading to the promotion of Decade of Education for Sustainable Development (2005–2014).

Ridvan Yumlu,
Palestine
The Hisham Hijawi College of Technology in Nablus, Palestine, is a post-secondary TVET college that produces technicians through programmes covering both theory and practical skills, including supervised field training.

Graduates gain the academic knowledge, technical skills and competences to operate in an increasingly complex technological world and have the intellectual capacity to adapt to constant change





**Mahfuzul Hasan
Bhuiyan,
Bangladesh**
*Painter-carpenter in
Dhaka, Bangladesh*



**Stefan Erber,
Germany**
*Young unemployed
women attending
practical short term
courses on sewing in
Tajikistan*

Asia and the Pacific

TVET is receiving renewed interest from policy makers in the Asia and Pacific region as they recognize it as an essential measure of social protection and economic development

The provision of skills in Asia and the Pacific is as multi-faceted as the countries in that region. This region hosts several of the highest-income countries (for example Japan and Australia), as well as some countries with the lowest-income in the world (e.g. Afghanistan, Bangladesh), and it covers two-thirds of the world's population. Some of the main challenges are: unequal access to quality basic and higher education, insufficient physical and social infrastructure, limited employment opportunities outside the agricultural sector, and accommodating mass migration from rural to urban areas.

TVET is receiving renewed interest from policy makers in the Asia and Pacific region as they recognize TVET as an essential measure of social protection and economic development. However, in many countries, the large bulk of the workforce is in the unorganized sector and there are few measures in place to protect and to skill them.

Many of UNESCO-UNEVOC's activities in Asia and the Pacific have focused on education for sustainable development (ESD), where TVET is seen as a solution of many of the environmental challenges faced by countries in this region, such as land degradation, air pollution and water sanitation.

Apart from UNESCO Headquarters and the UNESCO Regional Offices in the Asia-Pacific Region, the organization of UNESCO-UNEVOC activities in the region has benefited from the collaboration of the following UNEVOC Centres: the Colombo Plan Staff College for Technical Education (Philippines); the Department of Polytechnic Education, Ministry of Higher Education (Malaysia); Griffith University (Australia); the Hong Kong Institute of Education (China); the Korean Research Institute on Vocational and Technical Education (Republic of Korea); the Ministry of Education and Training,

Department of Technical and Vocational Education (Vietnam); the National Centre for Vocational Education Research (India); the Office of the Vocational Education Commission (Thailand); the Royal Melbourne Institute of Technology (Australia); the School of Education and Professional Studies (Australia); the UNEVOC Centre of Mongolia; the Western Visayas College of Science and Technology (Philippines); and Zhejiang Technology Institute of Economy (China).



**Mahfuzul Hasan
Bhuiyan,
Bangladesh**
*Dry fish maker
in Cox's Bazar,
Bangladesh*

Activities have focused on education for sustainable development (ESD), where TVET is seen as a solution of many of the environmental challenges faced by countries in this region

International support for UNESCO-UNEVOC activities has come from: the Agricultural University of Hebei (China); AusAID (Australia); the Center for Environmental Education (India); the Chinese National Commission for UNESCO; the Norwegian Institute for Water Research; the Japanese National Institute for Educational Policy Research; RMIT International University (Vietnam); the Vocational Training Department of the Ministry of Labour, Invalids and Social Affairs (Vietnam); and Zhejiang Materials Industry Group Corporation (China).

The following international organizations have also participated in UNESCO-UNEVOC's activities in Asia and the Pacific: the International Human Dimensions Programme UNU-IHDP; the International Labour Organization; the International Research and Training Centre for Rural Education; the United Nations Environment Programme; the United Nations Girls' Education Initiative; and the United Nations University Institute for Environment and Human Security.



**Bidyut Goswami,
India**
*Potter in Ranaghat,
India*



**Jon Akira Yamamoto,
USA**
*A small family-owned
boulangerie in Paris.
Both husband and
wife work at the
bakery along with
several employees.*

*Deciding on what
one's profession and
putting in the energy
and sacrifices that
will allow success is
difficult no matter
where you live or
what you do. The
ingredients to success
have been carefully
crafted by this family*

**Berta de Miguel
Alcalá, Spain**
*Industrial rope
access façade survey,
Philadelphia, USA*

Europe and North America

*TVET is at the heart
of the challenges in
Europe and North
America and can be
a key agent of change*

Challenges faced by the TVET systems in Europe and North America are very different from the challenges in most other countries in the world. An ageing workforce and declining birth rates are causing shortages in skilled labour force in many countries, especially in science and technology. While some countries have embraced pro-age policies and included possibilities for lifelong learning and retraining at the workplace, more needs to be done to address the predicted shortages of skilled labour force.

TVET is at the heart of this challenge and can be a key agent of change. Better recognition of foreign skills; the promotion of international exchange programmes for TVET students; higher permeability between levels of attainment; an enhanced image of vocational subjects; better accountability to prove a return on investment

in TVET; and improved compatibility through international qualification frameworks are just some aspects that can help tackle these challenges and increase responsiveness to labour-market needs, especially in the green energy sector.

In order to make the UNEVOC Centres more dynamic in Europe and North America and to improve international linkages, a number of activities have been carried out in partnership with, among others, the School of Hospitality, Tourism and the Culture of Centennial College (Canada); the University of Tampere, Research Centre for Vocational Education (Finland); the Information Technologies Vocational Education and Training Centre (Georgia); GIZ, Magdeburg University and the Federal Institute for Vocational Training (Germany); the Dublin Institute of Technology (Ireland); the Saint Petersburg State

University of Information Technologies, Mechanics and Optics and the National Observatory on Vocational Education (Russian Federation).

Thematic activities have specifically sought to address the challenges faced by TVET in this region and have covered various themes, among which: common and complementary research strategies; transforming TVET to meet the challenges of the green economy; innovations in the environmental sector; competence modelling for the water sector; expanding vocational education and training; water, sewage, waste and raw materials management; re-orienting TVET policy towards ESD; TVET and education for sustainable development; enhancing the use of ICTs in TVET; entrepreneurship education; towards sustainable global health; and TVET in the context of lifelong learning.





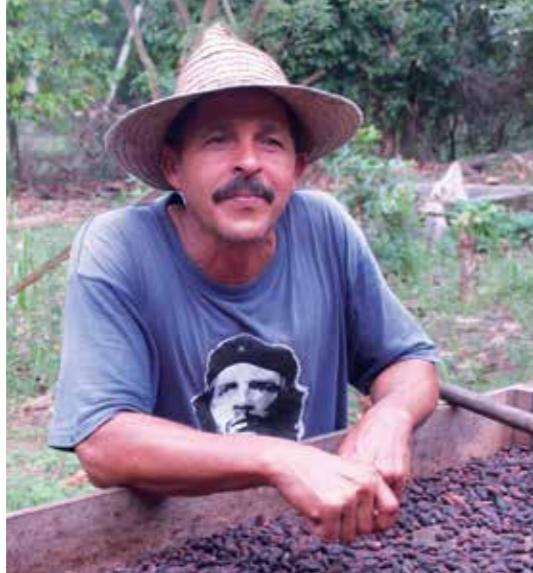
In order to make the UNEVOC Centres more dynamic in Europe and North America and to improve international linkages, a number of activities have been carried out

UNEVOC has benefited from the support of the following national institutions: Bashkir Institute of Social Technologies, Republic of Bashkortostan (Russian Federation); the German Association for Water, Wastewater and Waste (DWA); the German Federal Ministry of Education and Research (BMBF); the German Federal Ministry for Economic Cooperation and Development (BMZ); the German Commission for UNESCO (DUK); the Ministry of Education of the Republic of Belarus; the Council on Co-operation in Education of the Commonwealth of Independent States (CIS); the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation (IFESCCO); the Belarusian Republican Institute for Vocational Education (RIVE); the CISCO Networking Academy (USA); and the Republic of Macedonia (FYROM).

Tuna Akçay,
Turkey
A farmer

João Alexandre Porto da Rocha Coutinho,
Portugal
After the fisherman finishes his work, he can relax and watch the seagulls discover their fish





Pavel Korsun,
Ukraine
*Cuba: a man
demonstrates the
production of cocoa*



Justin Benson,
USA
*Selling family
vegetables: vendors
await customers in
the market, Peru.
They arrive early in
the morning and
stay until mid
afternoon*

Latin America and the Caribbean

TVET is sometimes used as a strategy to help keep poor children and youth off the streets

In the context of an overall increase of educational levels, the cost of large numbers of youth dropping out of formal training without receiving a qualification or acquiring basic skills is higher than ever because employment opportunities for the unskilled have diminished. This is especially true in many countries in the Latin America and Caribbean (LAC) region, where education levels have increased, but coverage remains unequal. TVET is sometimes used as a strategy to help keep poor children and youth off the streets. But increased participation in vocational courses cannot be an end in itself, as it does not help to overcome the stigma that is associated with TVET as a 'second-class option'. More needs to be done in Latin America and the Caribbean to better

link TVET with labour-market needs. More also needs to be done to ensure that disadvantaged groups, such as poor youth, indigenous and rural populations get better access to the skills they need to engage in sustainable livelihoods.

Many countries in Latin America and the Caribbean need to overcome informal employment, poor working conditions and take more resolute steps to include the female labour force, and make efforts to absorb the increasing participation of students in TVET after compulsory education. The organization of TVET needs to be homogenized, and linkages between formal and non-formal TVET built.

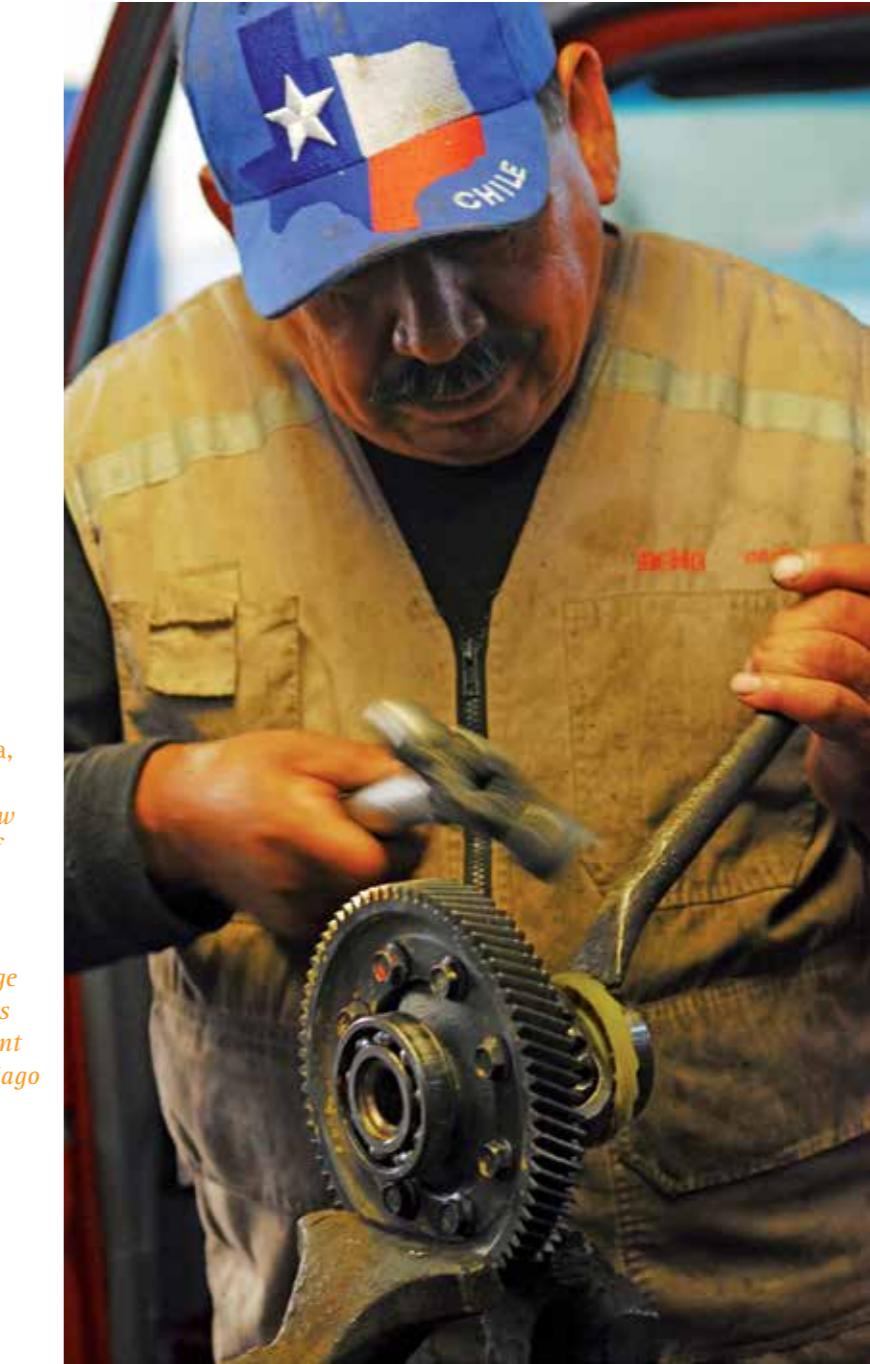
To address these challenges, UNESCO-UNEVOC works closely together with the UNESCO Office in Kingston (Jamaica) and the UNESCO Regional Bureau for Education in Latin America and the Caribbean (Chile). Several activities in the region have covered, among others, TVET policy development in the Caribbean Region; strengthening the UNEVOC Network in the Caribbean; and competency-based training and certification for Latin American UNEVOC Centres. The organization of these activities has benefited from the support of national as well as interregional institutions, such as: the Inter-American Centre for Knowledge Development in Vocational Training (ILO/Cinterfor); Fundación Chile; the ILO Regional Office in Port of Spain (Trinidad and Tobago); the Caribbean Development Bank (Barbados); the Secretariat of the Organization of Eastern Caribbean States

(OECS, St Lucia); the Caribbean Examinations Council (Barbados); and the University of the West Indies (UWI, Jamaica). These meetings have been attended by participants from Bolivia, Chile, Ecuador, Guyana, Jamaica, Nicaragua and Paraguay. Various UNEVOC Centres have participated in the activities of UNESCO-UNEVOC, among which the HEART Trust/National Training Agency (Jamaica); the Council for Technical and Vocational Education and Training (CTVET, Guyana), and the Instituto Nacional de Aprendizaje (Costa Rica).

In addition, various authors from the region have contributed to studies and research undertaken by UNEVOC, for example in UNESCO-UNEVOC's *International Handbook of Education for the Changing World of Work*. (2009)



Justin Benson,
USA
Luthier, nicknamed Abuelo. This man spends his time building guitars and mandolins. His profit margin is rather small on the final product, but he cares so much for his work that he also insures that with each instrument sold, he can eat for a month and buy materials for at least one more instrument



Claudia Bello Plaza,
Chile
These pictures show the working day of my car mechanic, a simple and courageous person who runs his garage with the help of his son and an assistant in the city of Santiago de Chile

UNEVOC: themes

The working population remains a largely untapped resource to achieve the transition to green economies and societies



**Stefan Erber,
Germany**
*Women and
men attending
practical training
for unemployed in
orchard upgrading
in Tajikistan*

TVET for sustainable development

TVET graduates play a crucial role in inventing and implementing practical solutions to problems such as environmental degradation, waste, access to safe water and hygienic sanitation, and in overcoming poverty

The changing nature of work, especially due to globalization, technological change and growing concerns about climate change and resource shortages, demands that TVET develop a skilled, committed and motivated workforce that understands how global changes impact upon local opportunities for business and industry and how these in turn have an influence on the quality of local social, economic and environmental conditions. TVET graduates play a crucial role in inventing and implementing practical solutions to problems such as environmental degradation, waste, access to safe water and hygienic sanitation, and in overcoming poverty. Still, TVET in many countries focuses on productivity and efficiency for economic development with little concern for sustainability.

Especially in fast-emerging economies with high productivity and a low-cost labour force, environmental and social considerations are often neglected in favour of rapid growth. In industrialized countries, sustainability is often more integrated in learning and production processes. But everywhere, the working population remains a largely untapped resource to achieve the transition to green economies and societies. Education for sustainability has therefore become central to international policy, where education has evolved to incorporate the growing recognition of the complex relationship between social, economic and environmental issues. Critical to this evolution is the way in which environmental knowledge and understanding is used in the development of practical skills. There is increasing recognition of the critical role of

education in promoting sustainable consumption and production patterns in order to change attitudes and behaviour of people as individuals, including as producers and consumers, and as citizens.

Through capacity development, networking and knowledge sharing, UNESCO-UNEVOC promotes and supports the increase of green skills, and the technical and institutional capacities for the education and training of technicians. It also supports educational leaders in addressing the challenges of a green economy, provides opportunities to discuss education for sustainable development (ESD) and shows how to integrate it into TVET curricula, learning materials and activities.

'...Since education is considered essential for effective development strategies, TVET must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development.'

This statement was signed by 122 TVET experts from UNESCO Member States who gathered in Bonn, Germany in October 2004 at the International Experts Meeting 'Learning for Work, Citizenship and Sustainability' on the threshold of the United Nations Decade of Education for Sustainable Development (2004 to 2015) led by UNESCO. Since then, subsequent regional and international meetings have focused on various aspects related to TVET and ESD, such as integrating the notion of sustainability in the TVET curricula, reorienting TVET policy towards ESD, skills development for the water and

UNESCO and TVET for sustainable development

The concept of sustainable development requires a shift from the traditional understanding of economic and social development towards environmentally sustainable outcomes. However, if the principle of sustainable development is to

be implemented successfully, there is also a need for workforce education and training. TVET should thus be a strategic entry point for ensuring a world of work that contributes to social cohesion and promotes environmentally sound sustainable development.



Lars Doorduijn,
Netherlands
*Standing on top of
a mill, a miller is
stopping the wings*

sanitation sector or transforming TVET to meet the challenges of a green economy. Through its various activities and research studies, UNEVOC has provided opportunities for Member States to re-examine their education and training systems in order to address sustainability issues and promote coherent policies and innovative practices at national and local level.

UNEVOC also initiated the Inter-Agency Working Group on Greening TVET and Skills Development. This informal working group brings together international agencies and relevant stakeholders to address the sustainable development challenges in TVET which require coordinated action, in particular with regard to post-2015 measures. Members are ADB, Cedefop, ETF, ILO, OECD, UNITAR, UNECE, UNESCO-UNEVOC and the World Bank. UNEVOC hosted the first Inter-Agency Working Group meeting in April 2012.

Shubhadeep Roy,
India
*A trained man
demonstrates a new
tomato farming
technique to poor
villagers in a remote
village of Bastar,
one of the least
developed districts
of India*



D.N. Webb-Hicks,
USA
A sheet metal apprentice cuts an aluminum air duct.
Sheet Metal Workers Joint Apprenticeship Committee, Baltimore, USA



G. Nagasrinivasu,
India
Mastering glass blowing



TVET teacher education and training

Many TVET teachers enter the classroom without the benefit of an industrial background, and have often not had the opportunity to get hands-on experience of the workplace they are preparing their students for

The qualification of skilled workers is a key factor that determines the competitiveness of companies and economies all over the world. Equally, the knowledge and skills of teachers are crucial in determining the abilities of future workers. The professionalization of TVET teachers and trainers, as well as that of TVET teacher educators, is widely regarded as a crucial issue that affects the effectiveness and quality of any TVET system. Although many variables shape the success of education and training programmes, it is the nature of the interaction between teachers or trainers and those being taught that has the greatest impact on the outcomes achieved.

In spite of this, many education systems provide the same pre-service preparation for TVET teachers as for their counterparts in the general field of teaching. Many TVET teachers enter the classroom without the benefit of an industrial background, and have often not had the opportunity to get hands-on experience of the workplace they are preparing their students for. Conversely, experts from the industry usually have no pedagogic background and the lack of frameworks to engage them in teaching processes means there is often no interaction between learning and professional practice.

Moreover, teachers must keep abreast of rapid developments in their field of expertise and must be able to integrate new technologies into their teaching. It is as important to transfer content – which can rapidly become obsolete – as it is to teach generic skills: the ability to adapt and to learn, and the readiness to embrace technologies that are not yet invented. In-service training has a key role in this regard.

UNESCO and its Member Countries consider teacher education to be one of its principal priorities. The Shanghai Consensus, drawing from the discussions held at the 3rd UNESCO World TVET Congress in May 2012, clearly states the necessity for 'developing effective policies aimed at improving teaching and learning processes.' Specifically, it advocates for the development of 'policies and frameworks for professionalizing TVET staff, and develop and strengthen teaching standards for all levels.'

UNESCO-UNEVOC is working on several of these crucial issues. As early as 2004, it has, in partnership with several other organizations, formulated the Hangzhou Declaration on Strengthening and Upgrading TVET Teacher and Trainer Education, which led to the founding of an international community of TVET scientists and professionals that aims to improve the quality of TVET teaching and facilitate the professionalization of TVET internationally. Several research programmes and publications were developed as an outcome, such as an international comparative study of TVET teachers and lecturers.

UNEVOC has, in partnership with several other organizations, formulated the Hangzhou Declaration on Strengthening and Upgrading TVET Teacher and Trainer Education.



G. Nagasrinivasu,
India
*Metal cutting process
training*

UNEVOC has also organized numerous workshops to develop the capacity of stakeholders in TVET teacher education, most recently in December 2011 on 'Preparing TVET Educators for the Next Generation' in partnership with CPSC and GIZ in Kuala Lumpur, and an online consultation on TVET teachers on the UNEVOC e-forum in June 2012. These consultations also served as a platform to help formulate the role of TVET teacher educators in achieving the EFA, ESD and the Millennium Development Goals. In particular, they brought together policy-makers, researchers and practitioners to improve the quality of TVET teacher training and investigated innovations at the policy, system and curriculum levels.

Crucial areas for follow-up are developing high standards for TVET teacher education and harmonizing teacher education frameworks at the national level. TVET teacher education must pay particular attention to meeting the demands of industry, the economy and not least the learner, by improving pedagogical skills, bringing didactics, teaching and learning methods up to date, and by informing trainees about their career options. UNESCO-UNEVOC intends to continue regional activities to support TVET teacher education for sustainable development.

Youth unemployment

As the world population continues to increase, more young people will be looking for meaningful occupations and the right skills

'Providing education, employment and empowerment for young people are key factors in achieving global progress', UN Secretary-General Ban Ki-moon stated in the Global Colloquium of University Presidents at Columbia University. A rapidly increasing world population means that there is an unprecedented number of young people in the world. In many developing countries, people under the age of 25 make up the majority of the population. As the world population continues to increase, there will be more and more young people looking for meaningful occupations and the right skills to fulfil their professional aspirations. But nowadays education is no longer a guarantee for a well-paid job.

In a rapidly changing world for which they often lack adequate preparation and guidance, youth are particularly vulnerable. Young people often lack work experience and are unable to compete with skilled and experienced workers. When entering the job market they experience unemployment, instability and poverty, sometimes aggravated by conflict, displacement or health pandemics such as HIV. Young people are more likely than adult workers to work overtime, on short-term or informal contracts, with low pay and little or no social protection. This disadvantage is even more apparent in developing than in industrialized countries, and affects girls and women in particular.



Debashis Mukherjee,
India

A girl painting a wall of her house which is a traditional culture of Indian rural areas

The future prospects of youth in the labour market and, more general, in development processes are a challenge for governments worldwide. There are more first-time job seekers than ever before and youth unemployment figures will continue to rise around the world. Identifying mechanisms to accommodate and alleviate this global problem and transforming the threat of the 'youth bulge' into an opportunity is therefore an issue more pressing than ever.

The 2012 EFA Global Monitoring Report on Youth, skills and work estimates that every dollar spent on educating a child will bring back between 10 and 15 dollars in economic growth during that child's working life as an adult. Investments in youth education are thus investments in progress and future growth. Conversely, low-quality education and training come with a high cost as

mismatches between graduate youth's skills and labour-market demands translate into high youth unemployment. These can cause social unrest, as uprisings in the Arab States have recently shown.

In times of economic crisis, countries are now forced to turn to quality education instead of banking solely on quantity. Quality TVET can be an effective tool to tackle global youth unemployment. UNESCO-UNEVOC works closely with its partners to improve possibilities for youth to transition from education to employment and believes that a diverse skill set will enable youth to make a successful entry into the workplace. These should comprise a mix of:

The 2012 UNESCO EFA Report estimates that every dollar spent on educating a child will bring back between 10 and 15 dollars in economic growth



Stefan Erber,
Germany
*Young man attending
training as high
voltage electrician in
Botswana*



Stefan Erber,
Germany
*Students attending
practical mechanical
training at a local
technical university,
Vietnam*

- foundation skills, such as literacy and numeracy
- transferable skills such as business skills and an entrepreneurial mindset
- hard skills and specialist know-how and
- green skills for a sustainable use of resources.

UNEVOC has undertaken a number of activities to advocate for better transitions from school to work. Together with UNESCO Bangkok, it conducted a synthesis workshop on 'School-to-Work Transition Information Bases' in Bangkok, Thailand, in August 2011, which resulted in an extensive analysis of the challenges and policy issues in the transition from school to work in the Asia and Pacific region, providing practical guidance for policy-makers to effectively tackle this issue.

UNEVOC also participated in a workshop organized by UNESCO, ILO and the Caribbean Development Bank in Bridgetown, Barbados, in September 2011 on 'Matching youth skills and the marketplace'. The aim of the workshop was to contribute towards national TVET policy reviews to improve the effectiveness of skills development and TVET systems in the Caribbean region.

In addition, UNESCO-UNEVOC has also been actively involved in the Global Youth Employment Summit (YES) Campaign by participating in the summit and advocating for education as an important pillar to achieve the goals of the campaign. In this context, UNEVOC prepared a discussion paper on *The 6Es plus Education makes Seven: Why is Education Central to the Youth Employment Summit (YES) Campaign?*, jointly with the UNESCO Section for Youth.

ICT in TVET

Digital and mobile media bring knowledge – and business – to where the people are, instead of forcing them to leave their communities

In a globalized world facing high population growth, people's needs for education and training cannot just be met by building more conventional schools and classrooms. Not all physical TVET infrastructures are able to keep pace with changing job profiles, enforced by rapid technological developments.

Everywhere in the world, young people from rural areas who want to learn must leave their communities and go to big cities, because there are often no means of schooling beyond primary education in their villages. This results in the most talented young people leaving their community to crowd into urban educational structures that cannot grow fast enough to host them.

Advancements in information and communication technology (ICT) hold great chances for TVET. Digital and mobile media bring knowledge – and business – to where the people are, instead of forcing them to leave their communities. According to UNESCO's Medium-Term Strategy 2008-2013, ICT accelerate progress, create better learning opportunities and new jobs, reduce learning costs and are particularly effective tools in reaching and empowering marginalized communities – particularly in Africa and Small Island Developing States (SIDS). ICT are useful for improving the quality of teaching and learning, sharing knowledge and information, introducing a higher degree of flexibility. Connectivity is also an essential tool for individuals to fulfil their entrepreneurial endeavours.

While ICT are opening up new potential for learning, they need to be harnessed so as to provide more widespread access to skills. Many countries have already integrated ICT in their education systems and developed national plans. Yet, in many parts of the world, the use of ICT in TVET is very limited. Weak infrastructures and insufficient supply of electricity are barriers to the integration of ICT in TVET. ICT also bear certain risks for effective TVET delivery, as skills taught in class are increasingly short-lived and fast become obsolete.

How can these barriers be overcome? The challenge is to define the best use of ICT. Learning and teaching strategies must adapt, moving away from rigid, theory-based frameworks to more flexible and generic approaches that embrace the use of digital media: instead of learning to use ICT,

TVET learners must use ICT to enhance learning. UNESCO-UNEVOC has identified ICT in TVET as a priority area and has undertaken various activities in this context, often with the support of UNEVOC Network members. The objective of UNEVOC's activities is to guide TVET institutions in finding strategies to enhance the use of ICT for active learning and training.

UNESCO-UNEVOC has conducted a series of capacity development activities to share experiences and discuss strategies and implementation mechanisms for the integration and sustainable use of ICT in developing countries. They have featured open and distance learning, radio for development, mobile learning, quality certification for e-learning in capacity-building and online knowledge sharing in the area of education for the world of work. These events



The objective of UNEVOC's activities is to guide TVET institutions in finding strategies to enhance the use of ICT for active learning and training

raised a number of questions about the benefits, the current status, the strengths, weaknesses, opportunities and threats of ICT in TVET. UNESCO-UNEVOC has also organized seminars addressed to the organizational, political, pedagogical, psychological, technical and practical aspects related to integrating ICT into learning processes. They were aimed at building confidence among UNESCO Member States regarding the use of ICT in TVET and demonstrating practical solutions to building TVET communities through online services.

Photos on previous page and right:
Ridvan Yumlu,
Palestine
The Hisham Hijawi College of Technology in Nablus, Palestine, is a post-secondary TVET college that produces technicians through programmes covering both theory and practical skills, including supervised field training.

Graduates gain the academic knowledge, technical skills and competences to operate in an increasingly complex technological world and have the intellectual capacity to adapt to constant change





UNESCO-UNEVOC has contributed to the research and documentation available on TVET in countries experiencing post-

conflict situations, jointly with Oxford University's Conflict and Education Research Group and various UNEVOC Centres

TVET in emergency situations

TVET can be an effective tool for providing people with the skills they require to establish non-violent livelihoods and to protect them from exclusion

TVET has remained a somewhat neglected area in conflict and emergency settings. However, since the publication of the Machel Report in 1996, education has been considered as the fourth pillar of humanitarian response in emergency situations. As a result, there has been a growing commitment among researchers and practitioners to the interplay between TVET, emergencies and conflict. The provision of skills training to vulnerable groups such as ex-combatants, youth, women, internally-displaced persons, ethnic and traditional groups and the disabled, is now seen as leading to reintegration, economic stimulation, physical reconstruction and, particularly, to their recovery from trauma.

The economies of nations affected by emergencies have often been set back, while entire communities have been displaced and families shattered. Conflicts can also lead to the collapse of the education system. After conflict, rehabilitation of the population is of utmost importance, but it is a slow process and generations of young people may be denied the opportunity of going to school or receiving meaningful training. Depriving populations of educational opportunities increases the risk of further violent conflict.

TVET can be an effective tool for providing people with the skills they require to establish non-violent livelihoods and to protect them from exclusion. This is especially true where young people, whose education has been interrupted by an emergency, are at risk of resorting to violent activity.

Demobilized soldiers and out-of-school youth need to be reintegrated into the education system and the workplace. Their potential, and that of women, should not be neglected as powerful human capital that can restore the economic basis of family and community life.

Reforming education is a method favoured by new governments after conflict, as education reforms have the power to quickly and effectively showcase a break from the previous government. However, if skills development policies and programmes after an emergency really are to make a difference, they must address the specific needs of their target groups, be accessible, safe and contribute to equity, while ensuring that the skills provided are needed in the job market.

A key action for prompt recovery and reconstruction is national ownership and leadership. TVET programmes with concrete and immediate returns not only provide regions in reconstruction with a skilled and informed workforce—they can also instil the learner with a sense of security and bring hope for a better future. Short skills development programmes are often undertaken informally as part of emergency relief measures, whereas the introduction of a formal TVET curriculum after conflict or disaster is a long-term, sustainable investment, a 'peace dividend'. UNESCO's Medium-Term Strategy 2008–2013 sets out to enhance the Organization's capacity to identify emerging ethical and societal issues and risks. Globally, UNESCO advocates for the respect of international standards in post-conflict and post-disaster situations. The risk of



Toms George,
India

*The call of duty -
without doubt and
without hesitation
into the unknown*

such disasters is exacerbated by unsustainable socio-economic development, population growth and uncontrolled urbanization. Indeed, the human and financial cost of conflicts and natural disasters is a major impediment to the realization of international development goals, including EFA and the MDGs.

In this perspective, UNESCO-UNEVOC has contributed to the research and documentation available on TVET in countries experiencing post-conflict situations, jointly with Oxford University's Conflict and Education Research Group and various UNEVOC Centres. In addition,

UNEVOC is closely involved in the education reform process in Afghanistan, jointly with the UNESCO Office in Kabul, and has provided inputs for the development of a National Technical and Vocational Research Center in Afghanistan. UNEVOC also took part in the consultation process of the transitional Egyptian Government for the development of a National TVET Strategy in Egypt after the revolution.

*Entrepreneurship
education increases
the self-reliance
of populations
and makes them
less dependent on
an increasingly
unpredictable job
market*

Entrepreneurial learning

Entrepreneurship is widely regarded as instrumental in creating economic growth. However, education systems do not systematically form people with an entrepreneurial mentality. On the contrary, the current educational and social aspirations of graduates are often oriented to finding a job in a large company or in the government. While there is a constant need to align competencies with the needs of the labour market, society has started to recognize the importance of entrepreneurs: men and women of initiative and creativity who make a valuable contribution to society. Apprenticeship systems in secondary education have begun to incorporate employability and self-employment skills in their programmes. In this way, learners can acquire the necessary information and skills about self-employment and the establishment of

small enterprises. Without this training, there is a danger that nebulous notions of entrepreneurship may breed unreasonable and unpredictable expectations.

UNESCO views the ability to engage in a livelihood as a vital life skill. The Education for All (EFA) process, for which UNESCO is the lead agency, has spurred considerable increases in primary school enrolments in many developing countries. In line with the World Declaration on Education for All and the Millennium Development Goal of halving world poverty by the year 2015, education is expected to serve not only the acquisition of academic knowledge but also the preparation of young people for economic life. Entrepreneurship education increases the self-reliance of populations and makes them less dependent on an increasingly unpredictable job market.



Claudio Allia,
Italy
*A hairdresser in the
Mathare Valley Slum,
Nairobi, Kenya*



**Stefan Erber,
Germany**
*Graduation ceremony
for local women in
rural areas after
completing their
training on fruit
conservation in
Kanibadam, northern
Tajikistan*



**Ata Mohammad
Adnan,
Bangladesh**
*A tailor at his own
local shop*

UNESCO-UNEVOC's skills development package 'Learning and Working', published in 2007, contains a set of video and print materials that showcase some practical examples of different activities persons can undertake in an informal setting in order to take up sustainable livelihoods, using simple and easily accessible materials and tools. Filmed in Haiti, the short films contained in this toolkit were developed especially for local stakeholders in rural communities to run motivation campaigns as a means to promote income-generating activities.

UNEVOC is a member of the Inter-Agency Working Group on Entrepreneurship Education. The working group consists of representatives of ILO, UNESCO Headquarters, UNESCO-UNEVOC, GIZ and ETF and was established in May 2010 to promote knowledge sharing, support current activities and resources, and initiate joint activities in the area of entrepreneurship education.

UNESCO considers gender equality as a fundamental human right, a commonly shared value and a necessary condition for the achievement of the internationally agreed development objectives.

Gender equality

UNEVOC's online conference on Women and TVET in 2011 exemplified the urgent need for structural changes to eliminate barriers for women in TVET.

As the majority of the world's poorest are girls and women, it is essential to enhance and promote the position of women in national development. Marginalizing women equals losing out on the possibility of utilizing this essential human capital in the workforce. TVET can increase opportunities for women to participate in the workforce and to improve their living conditions and social status.

In many countries, evolving mindsets with regard to gender issues are opening up new employment opportunities for women but unfortunately, gender barriers are evident in most TVET programmes. Deeply rooted societal attitudes determine distinct career pathways for female and male learners, and prevent females from accessing TVET, in particular TVET courses that are traditionally male-oriented. At the same time, male learners may face similar barriers in accessing

traditionally female-oriented TVET courses. Girls and women remain underrepresented in TVET as conventional perceptions of appropriate roles for men and women in the workplace remain largely unchallenged.

In UNESCO's Medium-Term Strategy for 2008–2013, gender equality is highlighted as one of the Organization's two global priorities. Guided by the Priority Gender Equality Action Plan for 2008–2013, UNESCO is strongly committed to promoting gender equality and women's empowerment. The Organization considers gender equality as a fundamental human right, a commonly shared value and a necessary condition for the achievement of the internationally agreed development objectives, including all Millennium Development Goals (MDGs) and all Education for All goals.



Claudio Allia,
Italy
Beautician in the Mathare Valley Slum in Nairobi, Kenya

In this context, UNESCO supports initiatives and efforts to ensure equal access to and participation in TVET for girls and women and advocates for a gender responsive approach across policy planning, implementation and evaluation activities. However, to date many of the targets and initiatives fall short of the expectations of enhancing women's role in TVET.

TVET must respond with gender-responsive and gender-transformative learning programmes, both in terms of content and in delivery. While curriculum should be adapted to girls and women's learning needs, teachers too need to become gender aware and respond to gender-specific demands. Gender-sensitive TVET programming is particularly critical for young women in rural areas, as rural women and girls face some of the highest rates of educational

poverty in the world. Girls from poor rural households are the least likely of any social group to be in school or to ever gain access to education. Barriers are not merely visible in terms of access to TVET, but also in acquiring decent jobs. Even when enrolled in training courses in more male-dominated areas, girls and women can face major challenges. Not only are girls and women disadvantaged when it comes to employment, social and cultural attitudes hinder girls and women from thriving in the workforce.

In line with UNESCO's gender mainstreaming approach that ensures women and men benefit equally from programme and policy support, the UNESCO-UNEVOC International Centre is dedicated to ensuring that gender equality issues are taken into consideration in all the activities implemented by the Centre. UNESCO-UNEVOC strongly supports and encourages initiatives that promote equal access to TVET and women's active participation in the workforce globally.

A 10-day online conference on Women and TVET organized by UNESCO-UNEVOC International Centre in 2011 exemplified the urgent need for structural changes to eliminate barriers for women in TVET, and in particular provided recommendations for basic structural changes in

**John Quintero,
Colombia**
*A worker from
a stone carving
workshop in
Mandalay, Myanmar,
polishes a stone
Buddha statue*



**D.N. Webb-Hicks,
USA**
*A worker with 29
years of experience in
rigging and signalling
on construction sites
helps an apprentice
during a safety course
at the Labourers
Training &
Apprenticeship
Institution,
Washington DC*

the training for trainers, advocating more female teachers and trainers, curriculum development, changing teaching methods, improved classroom and workplace atmospheres, and the greater involvement of males in traditionally female fields of TVET.





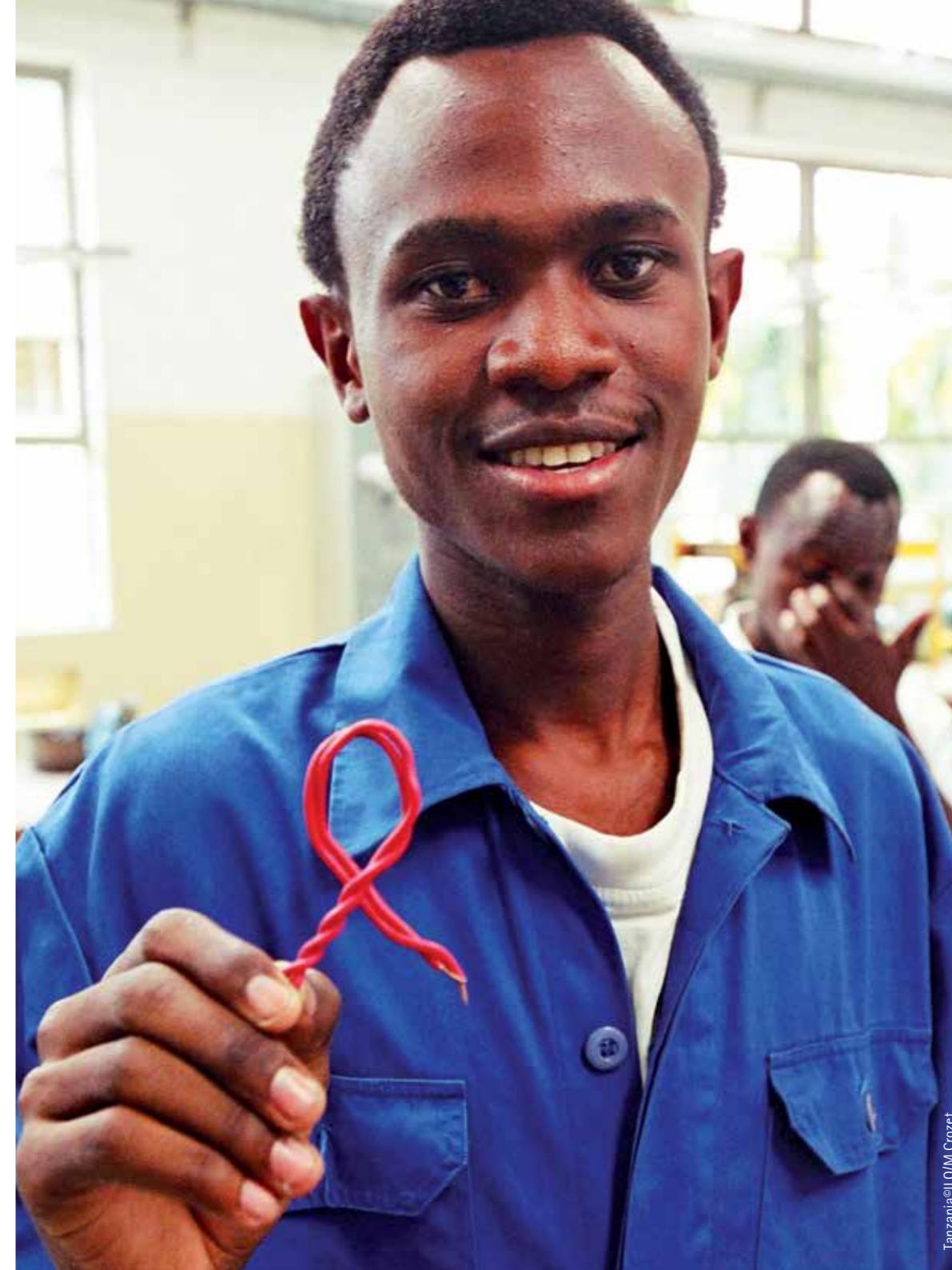
*Sub-regional
consultation on the
effective engagement
of the UNEVOC
Network in national
responses to prevent
HIV and AIDS in the
scope of TVET, Ha
Long Bay, Vietnam,
21-24 June 2011*

TVET, HIV and AIDS

In addition to being an important vehicle for preventive education, TVET is affected by HIV and AIDS in many ways

Acquired immunodeficiency syndrome (AIDS) is a syndrome of the human immune system caused by the human immunodeficiency virus (HIV). In recent decades, HIV and AIDS have evolved into a worldwide human tragedy and an international emergency. The impact of HIV and AIDS and other epidemics in many countries is as devastating as any war. In addition to the human loss, it is wiping out decades of investment in education and in human development, particularly in large parts of Sub-Saharan Africa. It is especially serious among young adults; everywhere, it strikes at the poor and uneducated. In many countries, it afflicts those groups whose knowledge and skills are the most vital. HIV attacks not only human bodies, but affects the political environment as well.

HIV and AIDS have affected the demand for education, the supply of education and the quality of education. Education, at the same time, is an essential element in responding to the epidemic. UNESCO can best contribute to curbing the epidemic by taking a lead role in preventive education within the global framework of UNAIDS. If properly and broadly carried out, prevention education works. At the same time, there is an increased need for TVET. It follows that the TVET systems of those countries most affected by the pandemic must take measures to deal with the problem. It is for this reason that UNESCO-UNEVOC has made HIV and AIDS one of its areas of work and addresses the epidemic through its activities in Member States.



*Life skills
programmes
containing HIV and
AIDS education
should form a regular
part of the curriculum
in TVET training
institutions*

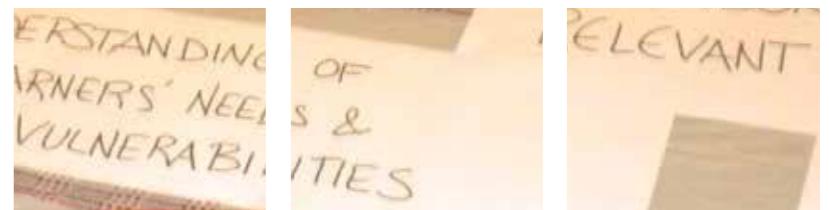


*Sub-regional
consultation on the
effective engagement
of the UNEVOC
Network in national
responses to prevent
HIV and AIDS in the
scope of TVET, Ha
Long Bay, Vietnam,
21-24 June 2011*

In addition to being an important vehicle for preventive education, TVET is affected by HIV and AIDS in many ways. The high rate of disease and death due to AIDS among trained professionals makes the replacement of staff a permanent problem. At the same time, HIV and AIDS reduce both the demand and the supply of TVET students and educational personnel as they become affected and absenteeism increases. Students, teachers and other staff may be affected directly or they may have to care for infected relatives. Students might have to find unskilled work instead of going to school because the income-generating members of the family are sick or dead.

In order to decrease transmission rates among those undergoing vocational training, vulnerable students must have access to HIV and AIDS education to bring about behavioural change. Such a programme tells TVET students and professional staff how the disease is transmitted and give them the life skills with which to cope with HIV-positive colleagues, students and relatives. At various UNESCO-UNEVOC activities in Sub-Saharan Africa, it has been proposed that life-skills programmes containing HIV and AIDS education should form a regular part of the curriculum in TVET training institutions, and that dedicated staff should be provided for this purpose. It follows that the education and training of staff within these institutions must be strengthened. Progress will be made by anticipating problems and establishing collaboration between training establishments and other stakeholders, such as health providers.

Life skills programmes containing HIV and AIDS education should form a regular part of the curriculum in TVET training institutions





Clint Randall,
UK
*Apprentice welder
working at Babcock
Marine Ship
Builder, Appledore,
Devon*

Public-private partnerships in TVET

The private sector, and in particular the business community, can become key drivers for sustainable development

The business community plays a key role in promoting peace and security, in providing norms and standards for trade and services, and in addressing issues of vulnerability, poverty, environmental degradation and social conflicts. Responsible behaviour, global citizenship, solidarity and peace are at the centre of UNESCO's values. All of these issues are seen as providing a stable environment in which business and the economy can prosper. In this way the private sector, and in particular the business community, can become key drivers for sustainable development. Through partnerships, UNESCO encourages business enterprises to make philanthropic gestures to match the needs of the communities in which the private sector operates.

Since 2007, UNESCO-UNEVOC has been involved very closely with the private sector in exploring ways in which education and training for sustainable development can be integrated into their training and capacity-building endeavours. Seminars have been organized to identify common approaches and innovations in public-private partnerships (PPP). The objective is to develop effective collaboration to address PPP concerns, challenges and opportunities and to improve TVET by motivating private organizations to establish partnerships with TVET institutions. The intention is for the corporate sector to share experiences in using education, training and capacity-building as strategies for achieving the objectives of sustainable development.

Many initiatives undertaken by businesses and their partners can contribute considerably to the area of education for sustainable development (ESD). This concerns, in particular, sustainable business models resulting in the improvement of the quality of local life, sustainable supply chain management, corporate social responsibility initiatives and the development of local sustainable development initiatives. These procedures could inform the educational practices of business schools, training provided by companies, labour unions, NGOs and other business-related organizations. A great deal can be gained by making these innovative examples and strategies more widely known.

UNEVOC's activities in PPP have aimed to identify approaches and innovations in public-private partnership (PPP) to improve TVET, as well as to motivate public and private organizations and agencies to partner with TVET institutions to improve services, equitable access to TVET and improved learning outcomes. Particularly, UNESCO believes that the corporate sector has a great deal to contribute in promoting sustainable development. The traditional view is that ESD means environmental education. But this theme also includes aspects of political, economic and cultural ethics. For this reason, UNESCO is working more directly with business and industry to explore ways in which sustainable development can be integrated into training and capacity-building programmes.

UNEVOC's activities have aimed to identify approaches and innovations in PPP and to motivate public and private organizations to partner with TVET institutions



Chan Hock Hin,
Malaysia

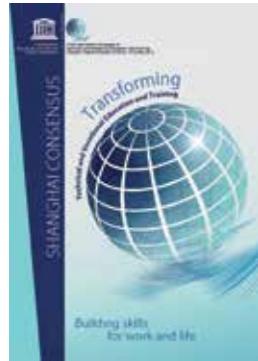
*Photo taken during
the construction of
an underground
tunnel project to
drain the road system
and ease the flash
floods in Kuala
Lumpur*

Clint Randall,
UK

*Gloucestershire
Highways workers at
their Stroudwater
Depot, Gloucestershire,
UK, gearing up for
the winter gritting
schedule*

Way forward

Third TVET Congress



'Building Skills for Work and Life' was the slogan of the Third International Congress on Technical and Vocational Education and Training. The Congress was organized by UNESCO and hosted by the Government of the People's Republic of China in Shanghai from 13 to 16 May 2012. The central focus was on how to transform and expand TVET to ensure that all young people and adults can develop the skills they need for work and for life.

The Congress provided a unique global platform for knowledge-sharing, reflection, debate and charting new directions on the changing landscape of TVET in a lifelong learning perspective.

In the context of demographic shifts, rapid labour-market changes and high youth unemployment in many countries, there is strong demand for upgrading skills, acquiring new ones, and improving linkages between learning and work. Moreover, TVET can provide some of the new knowledge, skills and

Implementing UNESCO's Strategy for TVET

UNESCO's Strategy for TVET, covering three biennia from 2010 to 2015, was developed by UNESCO in 2008/2009 in consultation with Member Countries and TVET experts from all over the world. Country

representatives and a team of international of experts gathered at the UNESCO-UNEVOC International Centre in Bonn on 12-13 January 2009 to engage in a consultation process that informed the Strategy.

The Strategy guides all of UNESCO's interventions in the course of the implementation period. Recognizing the multiple locations of technical and vocational skills development and that the Organization's niche lies with its cooperation with ministries of education, UNESCO concentrates primarily on secondary and

postsecondary TVET, as well as on TVET in non-formal settings. Its work is divided into three core areas:

1. provision of policy advice and providing capacity development to Member States,

2. clarifying the concept of skills development and improving the monitoring of TVET,

3. providing information on global TVET issues and acting as laboratory of ideas.

Within the timeframe of the UNESCO TVET Strategy, UNESCO-UNEVOC aims to become the United Nations' lead agency for worldwide service in TVET development,

with the unique mandate to promote – and help countries

implement – a holistic vision of TVET, which encompasses the notions of education and training in an equal manner, is lifelong, and accessible to all.

To do so, UNESCO-UNEVOC intends to strengthen its role as resource and capacity development centre to support TVET systems in the Member States by continuing to

provide services in the area of upstream policy advice, capacity development, knowledge sharing and global networking – with the UNEVOC Network members, the UNEVOC Centres, at the heart of its endeavours.

attitudes needed in order to fulfil the transition to green economies and societies. Long-term economic uncertainties have further heightened the need to rethink and even transform TVET systems to make them more resilient and responsive. To ensure rich and high-quality reflection and debates, UNESCO convened the Third International Congress with key organizations active in the field, such as the International Labour Organization (ILO), the Organisation for Economic Co-operation and Development (OECD), the World Bank (WB), the World Health Organization (WHO) and the European Training Foundation (ETF).

Apart from being actively involved in the organization of the TVET Congress and providing substantial input to its major themes, UNESCO-UNEVOC had several interventions within the frame of the Congress. UNEVOC organized a special session on education for sustainable development and green skills. UNEVOC also prepared the

Educational Leaders' Forum, jointly with Microsoft. Furthermore, two sessions during the Congress promoted the UNEVOC Network.

The Congress promoted and reinforced co-operation among partners and stakeholders at all levels, and in all relevant disciplines. There is no one-size-fits-all recipe for TVET to address the issues that affect it at this time. Therefore, the Congress addressed the issues from three complementary lenses – economic, educational and developmental. Taken together, they offer an integrated vision for the identification of TVET priorities, notably in terms of shaping and reforming policy in this field.

The Shanghai Consensus summarizes the recommendations put forward in the congress. The participants identified seven important steps to guide future action in TVET and recommended that governments and stakeholders in UNESCO's Member States consider implementing the following actions

in response to the challenges identified during the Congress:

1. Enhancing relevance of TVET
2. Expanding access and improving quality and equity
3. Adapting qualifications and developing pathways
4. Improving the evidence base
5. Strengthening governance and expanding partnerships
6. Increasing investment in TVET and diversifying financing
7. Advocating for TVET (UNESCO 2012).

Recognizing that the active engagement of the international community will be crucial to address the challenges in TVET, the UNEVOC Network was identified as a key driver in developing the capacities of decision-makers and practitioners, and in facilitating the involvement of all stakeholders.



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1st meeting of the Inter-Agency Working Group on Greening TVET and Skills Development at UNESCO-UNEVOC in Bonn on 11 April 2012.

Interagency initiatives

In order to ensure that the services provided by the respective United Nations and other Intergovernmental Agencies are delivered in the most efficient way possible, several interagency working groups have been set up in the past decade. UNESCO-UNEVOC contributes the knowledge and experience of its staff to some of these interagency groups.

UNEVOC is a member of the **Inter-Agency Working Group on Entrepreneurship Education**. The working group consists of representatives of ILO, UNESCO Headquarters, UNESCO-UNEVOC, GIZ and ETF and guest members of bilateral organizations. It was established in May 2010 to promote knowledge sharing, support current activities and resources, and initiate joint activities in the area of entrepreneurship education. The mission of the Interagency Working Group on Entrepreneurship Education is to promote entrepreneurship education at all levels and in all types of education and training through advocacy, networking, research and the sharing of knowledge, materials and good practice. It aims to contribute to the achievement of Education for All and the Millennium Development Goals.

UNEVOC also initiated the **Inter-Agency Working Group on Greening TVET and Skills Development**. It is a subgroup of the Inter-Agency Group on TVET and was established in April 2012. It brings together international agencies and relevant stakeholders to address sustainable development challenges in TVET that require coordinated action, in particular with regard to post-2015 measures. The IWG brings together expertise from ADB, Cedefop, ETF, ILO, OECD, UNECE, UNITAR, UNESCO-UNEVOC and the World Bank, and is open to guest members of bilateral organizations. Through cooperation, the agencies aim to develop greening TVET and skills development initiatives. The group has already represented at the 3rd TVET Congress, Rio+20 and ECOSOC.

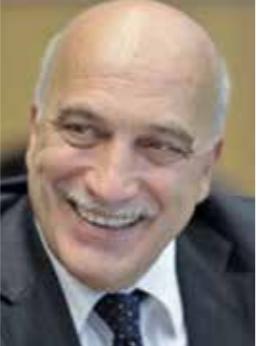
In 2010 and 2012, UN-Water was present at the IFAT trade fair in Munich, Germany – one of the world's largest trade fairs for water and waste. UN-Water's presence was coordinated by the UN-Water Decade Programme on Capacity Development (UNW-DPC) and was rounded out by 12 other UN-Water members, partners and programmes. The UN-Water member UNESCO was represented by UNESCO-UNEVOC at IFAT.



© UN-Water



In the context of UNESCO's Priority Africa, an **Inter-Agency Task Team (IATT)** was set up to provide more coherent support to African countries by developing young peoples' skills to fight unemployment. Its aim is to provide knowledge management towards a platform for youth training and employment that promotes policy dialogue, capacity building and resource mobilization. Regional Economic Communities, centres of excellence and networks provide synergy to achieve common objectives. The IATT was launched by UNESCO-BREDA in partnership with the UNDP Regional Office for West and Central Africa (UNDPWACA). In addition, it comprises several UN agencies and institutions, among which UNEVOC, and other partners such as ECOWAS and the Association for Development of Education in Africa (ADEA).



*Christian F. Lettmayr,
Cedefop*

Greetings from partner agencies



European Centre for the Development of Vocational Training (Cedefop)

Cedefop congratulates UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training on its tenth anniversary.

In Europe and around the globe, technical and vocational education and training is crucial for the majority of people. It prepares them for the labour market, helps them to make a living and integrate and engage in today's societies. Economic development depends on the availability of a labour force with good skills. Good skills are also the currency for better job prospects and further learning and frequently allows individuals to find quality employment. This is reflected in the prominent role that TVET plays in UNESCO's 'Education for all' campaign.

TVET is also key to Europe's 2020 strategy. Cedefop, as the EU's agency for the development of vocational education and training, has contributed substantially to developing European tools and principles that make it easier to understand people's skills. Cedefop's work informs European and Member States' policy decisions that help to match skills demand and supply more effectively. The trend towards more transparent education and training systems which also recognize knowledge, skills and competences acquired at work, in family or other situations, is not limited to Europe. This is also true for systematic skills anticipation and adaptation of curricula to meet labour market needs.

As countries progress in modernising their TVET and in implementing new tools within their specific national contexts, policy makers profit from exchange of experience. Together, UNESCO-UNEVOC's wealth of experience in TVET around the globe and Cedefop's longstanding expertise within Europe can enrich these processes and drive them forward.

We are sure that our good cooperation will be continued in future to the benefit of better TVET systems.

We wish the UNESCO-UNEVOC Centre a continuation of its valuable and useful work and are proud that we, through our cooperation, can be part of this future.

Christian F. Lettmayr
Acting Director

Colombo Plan Staff College (CPSC)

It is with pleasure to have started my journey in CPSC as its 10th Director General with a cooperative interaction between CPSC and the UNESCO-UNEVOC International Centre for TVET planted on a solid ground. From the time of UNEVOC's inception as a Centre for TVET in 2002, CPSC has worked closely with UNEVOC, owing to the common goals in the field of technical and vocational education and training at the global level for UNEVOC and at the regional level for CPSC.

As an inter-governmental organization mandated to improve TVET in the Colombo Plan countries in the Asia-Pacific region, CPSC is pleased to find a strong partner and ally in UNEVOC. The synergy that has been established between the two organizations creates an efficient environment for the sharing of resources, and the opportunity





*Dr. Mohammad
Naim Yaakub during
UNEVOC International
Conference on
Transforming TVET
to meet the Challenges
of the Green Economy,
October 2011*

to complement each other, crystallize common strategies to respond to the imperatives drawn from global debates in TVET. In the last five years, CPSC conducted successful joint programs with UNESCO-UNEVOC on key thematic areas including education for sustainable development, qualification frameworks and public-private partnership in TVET.

In 2009, CPSC received an International Partnership Award from UNESCO-UNEVOC that puts premium to the significant years of cooperation both organizations had in pursuing a shared vision with the participating members and CPSC's strategic role in advancing the objectives of UNESCO in TVET. Given scarce resources, common challenges and complex issues faced in developing TVET at different levels, the consolidation, partnership and twinning of efforts between two organizations would create more dividends for the member countries. Thus, the award also signifies an encouraging future of more collaboration and joint leadership in TVET. In 2011, CPSC mutually recognized the partnership it has with UNEVOC through the Most Valuable Partner (MVP) Award given for the Centre's efforts in continuously creating new value in international cooperation and strategic alliance towards strengthening TVET and for being consistently involved in realizing the goals and objectives of CPSC in human resources development through TVET.

On the occasion of UNEVOC's 10th year anniversary, CPSC congratulates UNEVOC led by the Head of UNEVOC, Staff Members and Networks for a decade of significant contributions to the global TVET sector particularly through research, policy advisory, information dissemination and increased network engagements.

Dr. Mohammad Naim Yaakub
Director General

Commonwealth of Learning

It is a pleasure to bring greetings to UNEVOC as it celebrates its 10th anniversary and I am honoured that you should recall some of the remarks that I made at the opening ceremony of the UNESCO-UNEVOC International Centre as UNESCO's Assistant Director-General for Education a decade ago. Then I recalled the Dakar Goal of ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes, and noted the centrality of that goal both to national development and to the credibility of the entire global project of EFA.

But I also noted that the real challenge for technical and vocational education is local, not global and urged the importance of providing appropriate learning and life skills to rural people so that they can enrich their own environment rather than migrate to misery in the cities.

I little thought when I spoke in Bonn in 2002 that my career after UNESCO would take me to the heart of these challenges. The mission of the Commonwealth of Learning is to help countries and institutions to use technology to expand and improve learning for development. One part of our programme does that in the context of formal education, the other promotes less formal learning aimed at improving livelihoods and health.

The challenge, which UNEVOC has identified, is that in most African countries the formal TVET system has been losing its identity due to low budget provision, inadequate infrastructure and out-dated materials and pedagogy. Formal TVET institutions need to become more efficient and responsive to the demands of the labour market.



*Sir John Daniel,
Commonwealth of
Learning*

COL's goal is to increase access to skills training for people working in the informal sector so they can improve their livelihoods. We try to improve the provision of training for the informal sector through the formal TVET system by focussing on four areas: policy development, strategic and capacity planning; organisational development including quality improvement; ICT infrastructure management; and course design and delivery through educational media and ICT.

Sir John Daniel
Former President and Chief Executive Officer



Deutsche Vereinigung für Wasserwirtschaft, Abwasser und Abfall e.V. (DWA)

DWA – the German Association for Water, Wastewater and Waste is pleased to congratulate UNESCO-UNEVOC on its 10th anniversary.

Knowing your organization for more than three years it seems to me that our joint work carried out in the field of environmental occupations has started in a good and straightforward way.

Our concern is to qualify staff in the German water sector. More than 250.000 people are working to deliver water to private households and industry, to clean the water and to keep it flowing. About 80 per cent are workers – workers who need to be qualified when they start their jobs, and who need to keep their skills updated during their work time.

We hope that UNESCO-UNEVOC will continue to promote 'green TVET'. We need more qualified workers in the national water sectors to deliver and to clean the water. Human consumption, industry use and agricultural use are stressing the water bodies in many countries in the world.

All the best to your organization and we see the need to strengthen our cooperation in the future.

Dipl.-Ing. Rüdiger Heidebrecht
Head of Department, Training and International Cooperation



*Rüdiger Heidebrecht
giving a tour of
a wastewater
management
plant in Bonn to
UNEVOC conference
participants,
October 2011*



European Training Foundation (ETF)

The ETF takes this opportunity to acknowledge the valuable contribution which UNESCO-UNEVOC has made to TVET in the ETF partner countries over the last decade. In its own activities in partner countries, the ETF has been inspired by the information and knowledge on TVET policy and systems developed through activities of UNESCO-UNEVOC, and has also drawn on the institutional capacity of the UNESCO-UNEVOC network in many partner countries. Throughout its activities, UNESCO-UNEVOC and its network have consistently adopted a positive approach to knowledge sharing and cooperation with the ETF, which has made cooperation not only effective for the partner countries, but also a pleasure. We wish UNESCO-UNEVOC a happy birthday, and look forward to continuing our close cooperation.

Madlen Serban
Director



ILO/Cinterfor

The Inter-American Centre for Knowledge Development in Vocational Training of the International Labour Office ILO/Cinterfor and the Vocational Training Institutions from Latin America, the Caribbean and Spain comprising the network the Centre coordinates, would like to convey their special recognition and congratulations to the excellent work carried out by UNESCO-UNEVOC and greet the Head Shyamal Majumdar and his team of collaborators on the 10th anniversary of its creation.

The contribution of networks to knowledge management is essential. In the fields of technical and vocational education and training it is fundamental to promote equitable economic growth as stated in the Millennium Development Goals (MDG) based on the United Nations Millennium Declaration (2000). The Declaration stresses the challenge of development and eradication of poverty through the promotion of peace and security, values and human rights, democracy and good governance.

ILO and UNESCO work closely with other multilateral organizations and with civil society in the promotion of the Millennium Declaration. UNESCO-UNEVOC and ILO/Cinterfor encourage knowledge management networking and South-South cooperation and support the training strategy adopted by G20.

Thanks to the valuable contribution of the institutions that make up ILO/Cinterfor network, its knowledge management platform allows access to over 12,000 educational resources, five thousand occupational competency standards, hundreds of experiences and best practices. This platform is visited annually by almost four million people from all over the world. Moreover, the collective



Martha Pacheco,
ILO/Cinterfor

construction of knowledge among members of the network has resulted in practical guides on issues such as the use of ICT for training in MSMEs, the impact assessment of training, management quality and equity in the institutions and the implementation of qualification frameworks, among others.

The joint work of UNESCO-UNEVOC and ILO/Cinterfor in knowledge management is undoubtedly a valuable contribution to the worldwide development of human resources.

We reiterate our congratulations to UNESCO-UNEVOC for these 10 years of fruitful work.

Martha Pacheco
Director



International Training Centre of the ILO (ITC-ILO)

Skills development and technical vocational education and training are important determinants for the way people all around the world enter and remain in the world of work, as well as a vital factor for the social and economic development of every country. UNESCO-UNEVOC's activities and its services in knowledge generation and sharing are an important reference and source of information and knowledge. They feed into the work of the Centre, especially into our learning events in the area of skills development.

In addition to this general contribution, there has been an important direct collaboration with UNESCO-UNEVOC. This collaboration took the form of a high-level training programme on skills policy development. This was a joint effort with UNESCO, UNESCO-UNEVOC, the Caribbean ILO office and the International Training Centre of the ILO. This training programme reached out to policy makers in 19 countries and territories across the English and Dutch speaking Caribbean and contributed to the development and review of National Skills Development and TVET Policies in the Caribbean.

The Centre thanks UNESCO-UNEVOC for its distinct contribution in the past ten years. As part of the UN family, we share similar goals in strengthening Member States' capacity to develop policies and practices that contribute to increased opportunities for productive and decent work. In this sense, the Centre looks forward to continuing our collaboration and enriching both our agencies through fruitful cooperation.

Patricia O'Donovan
Director



Patricia O'Donovan,
ITC-ILO

*On the occasion of
the anniversary of the
establishment of the
UNESCO-UNEVOC
International Centre
10 years ago, some of
our UNEVOC Centres
have kindly sent these
messages. We thank
them most heartily for
their encouragement
and continued
collaboration.*

Greetings – UNEVOC Network members

National Centre for Vocational Education Research (NCVER), Australia

I would like to extend my congratulations to you on achieving this important milestone. In fact, we share something in common as NCVER recently celebrated its own 30th year of existence on 19 November 2011.

Our two centres have enjoyed a longstanding Memorandum of Understanding (MoU) relationship that originated through the proliferation of the UNESCO-UNEVOC Network and clearinghouse. As a key Australian agency with a responsibility for TVET information networking in the Asia-Pacific region, NCVER has seen UNEVOC as an important vehicle for promoting understanding of member countries' training systems and a way of sharing experiences and practice.

VOCED plus – the NCVER-UNESCO international bibliographic database of TVET research – has benefited from its promotion by the Bonn centre to the wider UNEVOC network via its e-forum. Recently, discussions occurred between the two centres for NCVER to create a special collection of UNESCO-UNEVOC milestone reports which will be featured on VOCEDplus. Similarly, the Bonn centre is investigating indexing new research directly to the NCVER repository using our online data entry tool.

The two centres co-hosted an important experts meeting in Adelaide, Australia on the theme of TVET in an Ageing Society in 2005 and have both contributed to major international initiatives and meetings sponsored though UNESCO.

Into the future, I believe the UNESCO-UNEVOC International Centre will continue to play an important role in understanding the challenges faced by TVET systems as they respond to a global economy in crisis while at the same time tackling country-specific and regional productivity and skill demands.

I wish you all the best for your next 10 years of achievement.

Tom Karmel
Managing Director

School of Education and Professional Studies, Griffith University, Australia

Since the establishment of the UNEVOC Centre at Griffith University (hosted by the Faculty of Education), it has been actively involved in many activities organised by UNESCO-UNEVOC, Bonn, and has been pro-active in initiating collaboration in the region and beyond. Our particular focus is on education for sustainable development (ESD) in TVET, which is gaining more and more attention globally. I want to highlight two activities that were very successful in knowledge sharing and development.

A joint project on 'Developing innovative approaches in Education for Sustainable Development: Curriculum reform in TVET China' (2007-2009). This project was initiated by our UNEVOC Centre and further developed and



*Margarita Pavlova
and Chen Lineng of
ZJTIE, a Chinese
UNEVOC Centre, in
2008 in Hangzhou,
China*

implemented together with a UNEVOC Centre in China (Zhenjiang Technology Institute of Economy). This project focused on facilitating curriculum reform in the higher vocational education sector in China through the development of contextually-based innovative approaches towards teaching and learning of issues relevant for sustainable development. The project involved academics and administrative staff from the 11 institutes in different regions of China as well as industry partners and policy-makers. Among the main features of the project was capacity building of teachers and students.

A global virtual conference on ESD and vocational education (October 22 - November 10, 2007) was initiated by UNESCO-UNEVOC. Our Centre moderated the conference, providing a facilitator for summarising discussions, preparing the background paper and the final report. 106 participants from 49 countries took part in it. This conference provided the opportunity to establish a network of people who are committed to vocational education in different forms and at different levels to facilitate students' entry into the world of work. Virtual conferencing proved to be an effective tool to establish and maintain a dialogue between different constituencies on particular topics.

Our Centre has been actively involved in publications through the UNESCO-UNEVOC book series and conference proceedings, and we are looking forward to future partnerships within the network.

Margarita Pavlova
UNEVOC Centre Team Leader

Collège Privé d'Enseignement Technique (CPET), Burkina Faso

I would herewith like to thank UNESCO-UNEVOC, our joint organization. Our college has benefited for many years from service of this important institution. Through the documents produced by UNEVOC and distributed to UNEVOC Centres across five continents we have learnt that:

- 1) we are not alone in bearing the burden of TVET
- 2) you cannot stop progress even in the most difficult situations, as is the case with most of our centres, especially in Africa
- 3) the best way to succeed in this specific and sometimes complicated area is to be united and work in solidarity
- 4) the UNEVOC Network Directory gives each member the opportunity to display its 'identity' in a globalized world
- 5) our UNEVOC Centre award is more than an honour, but rather an invitation to work, to persevere, because everyone knows that our task is not easy.

Happy birthday!

Michel K. Kabre
Director

Lycée Technique de Nkolbisson, Cameroon

The Lycée Technique Nkolbisson had the merit of being the first UNEVOC Centre in Cameroon in 1996. With a unique definition of priorities, and with an open mind towards professionalization, this school has become instrumental for TVET, as it puts into practice training for TVET stakeholders, TVET normative instruments and policies, and policies to enhance access to TVET.

These elements combined result in the promotion of educational and development values, and refocus the issue of integrating young people in participatory development processes. It should be noted that the success of this cooperation is both under the responsibility of teacher training and public policy. Let me highlight the seminars attended by vocational school teachers in 2000 on the popularization of new methods and new practices in TVET. This kickoff meeting motivated us, and was further geared up in 2004 and 2007 with the participation of the UNESCO-UNEVOC Project Coordinator at the Sub-regional dissemination seminar on improving Mobile Training Teams in West and Central Africa in Banjul, Gambia, on 27-28 November 2007.

The longstanding success of Nkolbisson Vocational School is only possible as long as the entire population is aware of, and as long as policy-makers support and encourage TVET growth in the context of gender equality and literacy. Nowadays, implementation through new information and communication technologies has become evident. The school is well equipped with multimedia simulation rooms and will continue expanding in this regard.

What next? UNEVOC has initiated a revival of TVET in Cameroon. We now need new impetus that will allow our Centre to further encourage the creation of new instruments in order to deconstruct the 'myth of the professional school', which, for many, still leads to jobs with little prestige.

Martin Owono Owono
UNEVOC Coordinator, teacher

Carleton-sur-mer Campus, Canada

Our reality is changing rapidly and we must adapt.

Our vision

With its technical programmes, the main mission of the Carleton-sur-mer campus is to prepare the next generation to fill available positions in companies in the region. The current picture shows the urgent need of skilled labour for enterprises in the region and an insufficient number of students enrolling in specific programmes. The number of graduates is not enough to fill the demand from businesses, which hinders their development and that of the region.

The vast territory we cover, combined with demographic decline, has led us in the last few years towards offering some programmes via video. To support the establishment and development of pedagogical innovations adapted to distance learning, we created the CIFAD (Innovation Centre for Distance Education).

Our contribution

We will share with the UNEVOC Network a research report summarizing three years of experimentation with active learning strategies (project approach, problems approach, conceptual scheme, etc.). This guide will help teachers within the UNEVOC Network to implement active learning strategies

The Head of UNEVOC Networks L. Efison Munjananga visits the Canadian UNEVOC Centre, 12 November 2009



for their courses. Data sheets that describe the implementation of activities accompany the guide.

The importance of the UNEVOC Network

The UNEVOC Network is a very important asset for us because it allows us to share developments and projects concerning technical and vocational training on the entire planet. It offers many resources to improve our practices. This extensive network facilitates exchanges between institutions at the international level.

Happy tenth anniversary the UNEVOC Network and thank you!

Daniel LaBillois

Professor of accounting techniques and management

Central Institute for Vocational and Technical Education (CIVTE), Ministry of Education, People's Republic of China

The Central Institute for Vocational & Technical Education (CIVTE, Ministry of Education, is one of the earliest established UNEVOC Centres. For many years, CIVTE has participated in activities organized by UNEVOC, has signed bilateral Memorandums of Understanding with several other member Centres of UNEVOC and undertook cooperative research based on these MOU. Through these activities, CIVTE became acquainted with many international VE experts from other countries, expanded its channels for vocational education and training (VET) information exchange, and enhanced mutual understanding between China and other countries in the world. In the future, CIVTE will take a more active part in UNEVOC activities, and make its due contributions in the development of vocational education systems both in China and worldwide, and in vocational education cooperation between China and other countries.



The CIVTE has taken part in several activities sponsored by UNEVOC. The CIVTE got to know many international VE agencies and met with many friends in VE circles from other countries, and informed significantly with information about international development on VE and trends of VE development in other countries.

The CIVTE values setting up cooperative relations with other UNEVOC members. It has signed MOUs with NCVER, Australia, with KRIVET, Republic of Korea, with BIBB, Germany, and with PINZ, New Zealand. These national agencies and the CIVTE hope to conduct information exchange, personnel visits and cooperative research activities within the predefined cooperative frameworks. Within the MOU frameworks, the CIVTE delivered a series of cooperative activities with the partners above.

On the basis of the contributions made to date, the CIVTE will boost actively its capacity as a national UNEVOC Centre by means of taking part in future UNEVOC activities, and make a more broad and close cooperative relations with more other national UNEVOC Centers, and make greater contributions to the UNEVOC Network. For this reason, the CIVTE plans to:

- 1) strengthen communication and coordination with both domestic and foreign UNEVOC centres,
- 2) engage in cooperative research within the UNEVOC framework, and
- 3) continue actively participating in UNEVOC activities.

UNESCO-UNEVOC as a key connector of the UNEVOC Network plays a very important role in raising the quality of VE as a whole in the world and in promoting international cooperative and exchange on VET. The CIVTE is proud of being a UNEVOC member and will make its utmost effort to take up an active function in the UNEVOC Network. May UNEVOC have a prosperous development!

LIU Yufeng,
Research Professor, Division Director of
International Cooperation and Comparative
Education Research

Hong Kong Institute of Education (HKIEd), People's Republic of China

The team of the UNEVOC Centre Hong Kong congratulates the UNESCO-UNEVOC International Centre on the 10th anniversary of its establishment. We are proud to act as part of the United Nations' mandate to promote peace, justice, equity, poverty alleviation, and greater social cohesion in Hong Kong and the region.

Specifically, the Hong Kong UNEVOC Centre benefits from its association with the UNESCO-UNEVOC International Centre by being part of the world-wide

UNEVOC Network in operations at the local, national, regional and world-wide levels. In Hong Kong, the work includes establishing a local network of Professional and Vocational Education (PVE) providers; developing teacher education programmes in PVE, lifelong learning and citizenship training; organizing conferences and seminars on themes of interest (such as the use of Outcomes-Based Learning in PVE); publishing research reports and articles; upgrading the status of PVE in the community; and addressing

relevant issues of concern, such as the process of vocational training institutions becoming universities, and education for sustainable development. Our engagement with China includes liaising with UNEVOC Centres in China and the network of PVE providers. At the regional and international level, our activities include making contributions to the UNEVOC Network and participating in forums, events and projects.

Hong Kong aspires to be a world-class city with a highly skilled workforce. It is essential that developing such a workforce should be carried out in a way that promotes peace, justice, equity, poverty alleviation, and greater social cohesion. The Hong Kong UNEVOC Centre team is strengthened in furthering these goals by the wisdom and expertise of the UNESCO-UNEVOC International Centre and all the partners under its aegis. For this, we are extremely grateful and extend our warmest wishes to the International Centre for a long and prosperous life!

十週年快樂! 祝國際中心長壽和繁榮!

Bob Adamson
Team Leader, UNEVOC Centre Hong Kong





Zhejiang Technology Institute of Economy (ZJTE), People's Republic of China

On behalf of ZJTE, one of the UNESCO-UNEVOC Centres in China, I have much pleasure in extending to you our warm congratulations and sincere greetings for the 10th anniversary of UNESCO-UNEVOC.

Chandler Huang, Vice president of ZJTE and liaison officer for UNESCO-UNEVOC with colleagues from other Chinese vocational colleges and Canada



Mahmoud Elkady, representative of the Technical Education Sector, Ministry of Education, Egypt, at the UNEVOC conference on Transforming TVET for Green Economies in Bonn, October 2011

In July of 2008, a joint research project named Developing Innovative Approaches in education for Sustainable Development: Curriculum Reform in TVET China with Griffith University, an Australian UNEVOC Centre, was approved by UNEVOC, which has been greatly beneficial to the 20 partner institutions involved. At the end of 2009, the fruitful outcomes were evaluated by UNEVOC. Many Chinese institutes have benefited from the action research. The trial has been introduced into many other countries and regions. I have to say that with the collaboration of UNEVOC, up-to-date ideas and experiences have influenced our institute and assisted our progress. We have become the institute of excellence in China and gained many financial supports provincially and nationally as a result.

On this special moment, may I also take this opportunity of thanking for the help and support from UNESCO-UNEVOC in all circumstances. I wish UNEVOC a great progress in the next decades.

Prof. Chen Lineng, President

Ministry of Education, Technical Education Sector, Egypt

On behalf of the Egyptian Minister of Education I would like to express my sincere congratulations to the UNEVOC team for the tenth anniversary of UNESCO-UNEVOC.

In spite of the fact that we have been appointed just a few months ago we are nevertheless looking forward to fruitful cooperation with UNESCO-UNEVOC. We have just launched a new strategy for the development of technical and vocational education and training and are now ready for international support to help in the process of the implementation of the strategy. We at the Egyptian Ministry of Education have successful stories in cooperation with national and international organizations, such as several Egyptian ministries, USAID, GIZ, Italy, the Republic of Korea, and others.

We sent a senior representative of the ministry (Prof. Dr. Mahmoud Elkady) to attend the UNEVOC conference held in Bonn in October 2011 about Transforming TVET to meet the demands of the green economy. He admired the very important subject, the very well organized activities, as well as the friendly environment. Since we have a new approach to curricula in our TVET strategy, taking into consideration environmental aspects as well as green occupations, we will be interested to cooperate with UNEVOC to support the implementation of such an approach.

We look forward for further cooperation and assistance.

Prof. Dr. Mahmoud Mohamed Aboelnasr
Head, Technical Education Sector
Ministry of Education

University of Tampere, Research Centre for Vocational Education (RCVE), Finland

UNESCO-UNEVOC in the University of Tampere is closely linked to the UNESCO Chair in Global e-Learning. The Agreement between UNESCO and the University of Tampere was signed at the end of 2001 and has applications to multiple domains. The Chair was created at the Research Centre for Vocational Education at the Faculty of Education, where the Chair of Media Education had been established with co-operation with the Hypermedia Laboratory:

"The purpose of the Chair shall be to promote an integrated system of research, training, information and documentation in the field of global e-learning with applications to multiple domains. It will serve as a means of facilitating collaboration between high level, internationally recognized researchers and teaching staff of the University and other institutions in Finland and Europe and other regions in the world."

In 2002 the University of Tampere appointed Dr. Tapio Varis, Professor and Chair of Media Education, as the first Chair-holder and he has been in charge of the Chair since. Furthermore, the Research Centre for Vocational Education of the University of Tampere also became the national UNESCO-UNEVOC centre for vocational educations which contributes to the global network of UNEVOC centres.

Today, the University of Tampere UNESCO Chair and UNEVOC activities are closely connected with the UNESCO Institute for Information Technologies in Education (IITE). Our expertise in vocational and professional education, technology and media has been widely used in UNEVOC and IITE activities in

many countries and we believe that this network and cooperation should be developed further in the coming decade.

Tapio Varis
Professor emeritus (education and communication), UNESCO Chair in Global e-Learning, Principal Research Associate of UNEVOC and Board Member of IITE



UNEVOC seminar at Tampere University, 2006. In the photo: UNEVOC Director Rupert Maclean, Prof. Pekka Ruohotie, Director of the Centre for Vocational Education, and Prof. Tapio Varis

Bundesinstitut für Berufsbildung **BIBB** Fördern. Bilden. Dokumentieren

Federal Institute for Vocational Education and Training (BIBB), Germany wholeheartedly congratulates UNESCO-UNEVOC on the 10th year of its establishment as International Centre in Bonn.

BIBB has been a UNEVOC Centre since 2002 in Bonn and even before, when UNEVOC was a UNESCO-project based in Berlin. Within and beyond this framework, UNESCO-UNEVOC has been a key international partner for BIBB.

BIBB is recognized as a centre of excellence for vocational research and for the progressive development of vocational education and training (VET) in Germany. BIBB works to identify future challenges in VET, stimulate innovation in national and international vocational systems, and develop new, practice-oriented solutions for both initial and continuing vocational education and training.

BIBB and UNESCO-UNEVOC meet regularly to exchange experience on current trends and developments in vocational education and training. It has been our particular pleasure to host international delegations visiting UNEVOC. The discussions with visiting experts, managers and state officials have always been fruitful for all concerned.



BIBB was grateful for the opportunity to be a co-organizer of the UNESCO International Experts Meeting on Learning for Work, Citizenship and Sustainability, an important international event in the area of VET development worldwide, which took place in Bonn in October 2004. Since 2007, BIBB has been a major partner in the organization of the annual TVET Summit at the eLearning Africa conferences. It is always a pleasure for BIBB's experts to share their working experiences in the framework of shaping the dual system of vocational education and training in Germany with international colleagues.



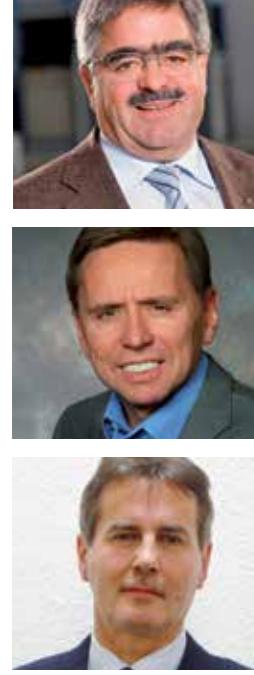
Recently, BIBB and UNESCO-UNEVOC have decided to collaborate even more closely. BIBB and UNESCO-UNEVOC will work together to expand the International Centre's competence in providing worldwide services in VET development. BIBB will make available its expertise



in the area of VET, in particular regarding good practice in the development of National Qualifications Frameworks and standards, in promoting "Greening VET" and in organizational development and process consultancy.

We are grateful for such a highly acknowledged and dedicated partner and hope the fruitful cooperation will continue. We wish UNESCO-UNEVOC much success in the next 10 and more years in Bonn!

Professor Dr. Friedrich Hubert Esser
President



UNEVOC Centre 'TVET for Sustainable Development', Germany

Happy Birthday UNEVOC International Centre on occasion of starting operations 10 years ago in Bonn. Since this time you conducted many projects, conferences and different types of cooperation, knowledge exchange and international dialogue in TVET.

The UNEVOC Centre Magdeburg is proud to be an official member of the worldwide UNEVOC Network. The three institutions, GIZ Magdeburg, Otto-von-Guericke-University Magdeburg und IFF Fraunhofer Institute Magdeburg, which act in a consortium, began its work as the UNEVOC Centre 'TVET for Sustainable Development' in 2009. But the joint cooperation between the Magdeburg Institutions and the UNESCO-UNEVOC International Centre already started in 2005. Since that time we can look back on inspiring joint international activities with UNESCO-UNEVOC as well as with involved other UNEVOC Centres in a number of partner countries, through formats as international roundtables, consultation meetings, expert meetings, workshops, conferences etc.

In several projects and events (e.g. in Asia and Africa and of course in Germany) we had inspiring opportunities to participate in highly interesting activities with UNESCO-UNEVOC and to bring in own contributions. During all that time we could rely on your co-operation and support. We want to say thank you for that.

Our Institutions use and combine different competences and approaches to support the UNEVOC Network. We offer several Capacity Building programs with a focus on TVET teacher training, sustainable development, green jobs and other subjects. Furthermore our institutions work on several research projects and publications in this field.

In addition to these international activities we also organize activities and events with a national dimension, such as regional action days once a year with a focus on TVET for Sustainable Development. We appreciate the joint cooperation with UNESCO-UNEVOC and with the worldwide UNEVOC Centres very much. We wish you all the best for the next ten years!

Dr. Eberhard Blümel,
Prof. Dr. Klaus Jenewein and
Dr. Harry Stolte

The Centre for the Development and Empowerment of Educators and Educational Personnel PPPPTK BMTI/TEDC Bandung, Indonesia

We would like to thank UNESCO-UNEVOC for the invitation to make a contribution for the publication to celebrate the 10th anniversary of its establishment in Bonn. On its 10th anniversary, we would like to wish the very best of LUCK for UNESCO-UNEVOC. We also would like to acknowledge the benefits from our association with UNESCO-UNEVOC concerning the development of TVET in Indonesia. These are:

1. improvement of our staff in the development of local area networking and system of library and MIS,
2. promoting entrepreneurship programmes in TVET schools in Indonesia and conducting training for teachers on entrepreneurship since 1998, and
3. contributing to the prevention of HIV and AIDS in other teacher training centres and TVET schools in Indonesia.

Dedy H. Karwan
Director

Regarding the consultation meeting on the effective engagement of the network to prevent HIV and AIDS in TVET, TEDC Bandung will:

1. Design training models to integrate a programme to prevent HIV and AIDS in TVET schools in Indonesia, and
2. Include a session on Awareness of HIV and AIDS in every teacher training programme as part of National Character Building and TVET Schools in Indonesia. (The program has initially been introduced in the Regional Training through a cooperation with 5 Regional Education Offices which have been conducted in 5 Provinces).

Since becoming a member of UNEVOC, our institution has become a host for the UNEVOC Clearinghouse and Electronic Networks Workshop which was conducted on 22-26 July 1997. TEDC Bandung has also participated in meetings and workshops conducted by the UNEVOC centres in Asian countries.

We hope to continue our association with UNESCO-UNEVOC for the sake of the development of TVET through the PPPPTK BMTI/TEDC Bandung UNEVOC Centre.



TEDC, the UNEVOC Centre in Bandung, Indonesia

Vocational Training Corporation (VTC), Jordan

The VTC was established in 1976 as a semi-autonomous body with a mandate to provide vocational training. VTC currently operates a network of 42 training institutes throughout the country, together with 10 specialized institutes including the Chemical Institute, Metalwork Institute, and Occupational Safety and Health Institute. Programs are offered for students to pursue training at the semi-skilled, skilled and craft level in over one hundred occupational areas. The training program structure comprises a blend of training center based formal instruction, coupled with supervised on the job work experience. Curriculum is competency based and has been developed through the Instructional Resource and Curriculum Development Center using a modified DACUM approach, drawing upon the occupational skills of specialists in the respective fields. Total enrolment peaked in 2009 at a level of 9000 students. Tracer studies on the employment experience of graduates, or employer satisfaction are infrequent but in general confirm the National Agenda findings that indicate serious deficiencies in the quality of training outcomes.

The VTC cooperates with foreign governments, bodies, and international organizations to explore and share best practices of international experiences, and to transfer the know-how to Jordan in order to develop vocational training in Jordan. The VTC cooperates with many international organizations including UNESCO-UNEVOC. VTC has been introduced to UNESCO-UNEVOC since 2008; and has worked closely on a number of issues including training the trainers, upgrading VTC staff's skills and enhancing the role of TVET in Jordan. Constant collaboration and exposure with international organizations

has provided Jordan with great opportunities to change the current image of TVET and encourage Jordanians to join this promising sector.

Ibrahim Tarawneh
HR Manager

UNEVOC Centre 'Progress' - Association 'Education for all', Kazakhstan

The 10th anniversary of UNESCO-UNEVOC is an extremely important global event, in particular for the institutions of the formal and non-formal TVET sectors in partner countries. The association 'Education for All in Kazakhstan' – a non-governmental organization – has performed as UNEVOC Centre in Kazakhstan for over ten years.

Close cooperation with UNESCO-UNEVOC enabled our organization to implement a number of interesting projects aimed at reforming TVET in Kazakhstan as well as in the other Central Asian countries. The Mobile Training Team project (MTT, 2001) made it possible for us to get first-hand experience of modernizing TVET quality management in Australia and Thailand and made a serious impact on the further development of our organization. As a result, a national dissemination workshop was organised. Given the numerous problems related to the quality of TVET in our country, conducting such a seminar was really a breakthrough and very pertinent. The MTT made us clearly understand that we should move towards developing a new approach to managing quality versus just controlling it.

During the last decade, our Association/UNEVOC Centre, supported by UNESCO-UNEVOC, organized a number of sub-regional events. They have become a good chance for the participants to learn from international experience and identify the most appropriate ideas to improve their own practice. Taking into account that at present in Kazakhstan a sufficient framework for further enhancing formal TVET has been created, we link our expectations of the future cooperation with UNESCO-UNEVOC to further promotion and powerful backing of non-formal education and adult learning with a special focus on socially disadvantaged groups.

During the last decade the UNEVOC Network has become an internationally recognized brand – the only one that consistently promotes and champions the interests of TVET. We are confident that through this powerful and exclusively competent network we'll have continuous access to the valid information and high quality international experience in the relevant areas.

We would like to express our sincere gratitude to the leadership of UNESCO-UNEVOC. Even the establishment of our organization itself has become possible under the fruitful and forward-looking support of UNESCO-UNEVOC. Only as a part of the UNEVOC Network we were able to compare and correlate our vision and our ideas with the global context of education development linked to the world of labour, to become 'change agents' of innovative ideas in our own country and in the Central Asian region in the area of EFA, lifelong learning, Adult education, Education for sustainable development and other progressive dimensions. At that time the understanding of these ideas and conceptions in the post-Soviet countries was not adequately wide and constructive, and impeded their practical implementation.

We are grateful to UNESCO-UNEVOC for the decisive contribution to developing and nurturing teams of national experts with the new vision of the mission of education, based on the principles: learning to learn, learning to be, learning to do and learning to live together as well as bridging the world of education and the world of labour, making education more responsive to the needs of the society.

We clearly see that internationally accepted, global innovative ideas are generated by UNESCO-UNEVOC and we are proud and hope further to be associated with this outstanding network in the future.

Shaizada Tasbulatova
Director



Department of Technology Education, Chepkoilel University College (A Constituent College of Moi University), Kenya

A statement from Chepkoilel University College UNEVOC Centre, Kenya, on its affiliation with the UNEVOC Network: We as a UNEVOC Centre are happy to be associated with UNESCO-UNEVOC International Centre during its 10th anniversary. As a Centre we have benefited a lot from the International Centre in terms of its developing and improving TVET in UNESCO Member States from which we have shared success stories, experiences and innovations, exchanged information in terms of best practice and lessons learnt and worked on collaboration projects, among others. Long live the International Centre.

Prof. John Simiyu
Team leader

Chepkoilel University College and Prof. John Simiyu



*Latvian Academic Information Centre /
Latvian National Observatory Akademiskas
Informacijas Centrs (AIC), Latvia*



*Baiba Ramina,
Director of the
Latvian UNEVOC
Centre, with UNEVOC
Centre award*



*Larbi Bellarbi,
ENSET Rabat*

As the Latvian UNEVOC representative since 1998, the Academic Information Centre considers that the UNEVOC is a unique network involving a wide range of stakeholders and information sources. The participation in the UNEVOC network has provided an opportunity for us to access to a variety of information regarding vocational and technical education in the network member states, as well as about world tendencies in vocational education development, different policy planning strategies and innovations etc. on regular basis. The e-forum is a successful UNEVOC tool that we use to discuss currently topical issues with the colleagues from other countries. Particularly we are interested in themes that are part of our daily work, e.g. transparency tools, qualifications framework, recognition of qualifications, vocational education news. The statistical data available at UNEVOC web site are also valuable to illustrate world tendencies in technical and vocational education.

Thus, we have gained useful contacts and information in an effective way without leaving our office.

Since the UNEVOC is the only technical and vocational education network covering so large part of world, we wish that the network would preserve its essential role as a successful tool for an efficient information exchange.

Baiba Ramina
Director

*Higher School of Technical Education (ENSET)/
University Mohammed V Souissi, Morocco*

Since its inception in 1980, the Ecole Normale Supérieure de l'Enseignement Technique trains leaders for the Ministry of National Education of Morocco, namely: teachers of secondary technical education (in electrical and computer engineering, construction and manufacturing in mechanics, physics and chemistry) and certified teachers of secondary technical education (electrical engineering and engineering mechanics), in addition to offering continuing training to upgrade teachers' skills, which is also open to other countries in the region, thanks to UNEVOC.

Through meetings organized by UNEVOC, we have discovered new partners in Arab countries, with whom we could share and enrich our experiences in the field of technical education and employability. Moreover, in recent years, ENSET has been honoured by interventions of UNEVOC, by: publicly expressing their congratulations to our important work at international conferences organized by AMAQUEN at ENSET on improving the quality of education and training (CIMQUSEF); supporting our activities (e.g. in public-private partnership, sustainable development, entrepreneurship, ...), and by trusting in us and in our skills, which UNESCO-UNEVOC relies on to contribute to its activities.

The UNEVOC award ceremony (2007), chaired by Madam Minister for School Education in the presence of UNESCO representatives, gave ENSET an extraordinary opportunity to express its mission as UNEVOC Centre in Morocco, but also to demonstrate the recognition of an international institution.



*Larbi Bellarbi,
ENSET Rabat*

However, we also wish to partner with the activities of other UNEVOC Centres in Francophone African countries, with whom we have many things in common, in the spirit of the fraternal relations that bind Morocco to these countries.

Finally, with these few words, I express my deep gratitude to the staff at UNEVOC for their efforts and support, not to forget the team of the regional UNESCO office in Beirut, Lebanon, which was always available and provided assistance in working together with UNESCO-UNEVOC in Bonn.

Larbi Bellarbi
Director, ENSET Rabat

*Korea Research Institute for Vocational
Education and Training (KRIVET),
Republic of Korea*

KRIVET and UNESCO-UNEVOC share a very special relationship. KRIVET organized the Second International Congress on Technical and Vocational Education and Training in 1999 before being designated as a UNESCO Regional Centre of Excellence in TVET in 2000. Since 2002, KRIVET has worked closely with UNESCO-UNEVOC especially towards the development of TVET in the Asia-Pacific region. Through the UNEVOC Network, KRIVET has been able to reach out to regional Member States and has been offering experience and knowledge sharing activities towards the capacity building of TVET policy makers, administrators and TVET practitioners. So, since 2002, KRIVET has been organizing TVET training programs and workshops for TVET experts and government officials and they now constitute a major aspect of the institute's international activities. Moreover, UNESCO-UNEVOC contributed to raising the importance of greening TVET in KRIVET's research agenda following the hosting of the meeting on TVET towards Green

Societies in 2010 in collaboration with UNESCO-UNEVOC and UNESCO. Evidently, UNESCO-UNEVOC has played a pivotal role of raising the status of TVET by taking a holistic perspective and promoting it as the key to productive livelihoods for all and to achieving sustainable development. This is critical especially as the recent global economic turmoil has reiterated the importance of strengthening employability and skills development through TVET. With youth unemployment posing a major policy challenge for many countries around the globe and still with many developing countries suffering from uneven economic development, crisis and conflict, diseases and gender inequality, TVET has a grave task of achieving human-centered, sustainable development. This task lies with UNESCO-UNEVOC. Despite the enormous achievements over the past decade, it is hoped that UNESCO-UNEVOC continues to transform TVET through better coordination and closer cooperation not only with the UNEVOC Centres but also through more effective collaboration with other partner institutions and organizations. And as the coordinating center for Eastern and South-Eastern Asia, KRIVET hopes to strengthen the ties with UNESCO-UNEVOC.

Congratulations on your 10th Anniversary and we look forward to another remarkable decade for UNESCO-UNEVOC!

Dr Young-bum Park
President



*Dr. Young-bum Park
Director, KRIVET*



National Observatory on Vocational Education (Centre for VET Studies), Russian Federation

First of all, I would like to wish UNESCO-UNEVOC a long and fruitful life in its capacity of a messenger of goodwill and trust in the area of technical education and training and of enlightenment at large.

The Centre for VET Studies has been member of the UNEVOC Network since the latter was established. During this period the impact of UNESCO-UNEVOC has been growing in the Russian TVET community in terms of promotion of such key concepts as equity and access to education, education for sustainable development, combat against poverty, to name but a few. Together with the Moscow UNESCO cluster Office, the Centre prepared stock-taking policy reports on TVET for Russia and CIS in 2011.

In addition, the Centre for VET Studies as a UNEVOC member has been active in the preparation and running of the recent UNEVOC Network sub-regional consultation meetings on Building Capacity for TVET and ESD in the Commonwealth of Independent States (CIS) (2010, Bonn; 2011, Ufa, Russia).

The 2011 meeting aimed at increasing the effectiveness of the UNEVOC Network in CIS countries in the context of the goals of education for sustainable development and lifelong learning. It was at that meeting that the CIS UNEVOC Centres Regional Network was established and I was elected its Chair for the two coming years. This will be very challenging as the Network will have to prove its added value to the TVET community both on the country and international level.

The regional UNEVOC Network, uniting the CIS countries, aims to enhance TVET modernization processes through peer learning, exchange of

best practices and exploration of ways to address common problems. The operation of the Network is based on voluntary membership, open method of coordination, close interaction with national education administration bodies and mutual support. The key themes for the immediate future of the CIS regional cluster will focus on Education for Sustainable Development (the latter only superficially addressed in most CIS countries) and ICT in TVET.

Prof. Olga Oleynikova
Director and President-elect of International Vocation Education & Training Association (IVETA)

International Centre of Educational Systems, Department "Continuing Education" (ICES), Russian Federation (extract)

The principle of openness in education lays in the basis of the work of the National UNESCO-UNEVOC center in the Russian Federation, created in 1994 by the Secretary of UNESCO on presentation of the Ministry of Education of the Russian Federation and the Commission of the Russian Federation on UNESCO affairs. Guided by the principle of openness, ICES has the following tasks:

- assist the development of pedagogical, cultural, scientific, technical and business cooperation between Russian, international and foreign organizations,
- organize and carry out the preparation and retraining of professional staff and experts in Russia and abroad,
- organize and carry out exhibitions, conferences, seminars and other actions at national and international levels, realize projects and various programs on the problems representing interest for participants of the Centre,
- represent participants' interests in state bodies, international and public organizations.

Our Centre has carried out a lot of activities related TVET. Due to its active work in carrying out international conferences under the aegis of UNESCO, ICES has established a steady reputation as coordinating Centre of professional community efforts in the CIS countries on TVET system development and TVET personnel training in Russian-speaking countries.

UNESCO by its name, nature and goals is the unique multi- and interdisciplinary organization of all the institutes of the United Nations system. Experts of UNESCO are capable of leading and implementing complex interdisciplinary projects in the field of sustainable development. In this regard, to further develop TVET, as well as to gear the education systems towards sustainable development, it would be reasonable to consider the following points:

- Making migrants ready for employment in their new country of residence.
- ESD must be accompanied with extensive information not only for professionals but also for people. The Russian-language edition of the UNEVOC Bulletin should serve this purpose for the CIS countries.
- The UNEVOC International Centre should establish closer links with the relevant parts of the UNESCO Secretariat, not only in the education sector (for example, the Science and the Peace Education Sector, etc.), and more closely coordinate joint activities.
- The UNESCO National Commissions should be strengthened.
- UNESCO-UNEVOC, its Network members, the UNESCO Cluster Offices, the UNESCO National Commissions, ministries and departments should all provide more information about their activities, publish and distribute their most significant developments in TVET and ESD.

Tatiana Lomakina
Doctor of Pedagogical Sciences, Professor

Educational Research Institute Pedagoški Institut (PEI), Slovenia

TVET in the Educational Research Institute in Ljubljana has throughout the years been an object of research either directly or indirectly through different research centres that conduct projects. These touch upon TVET in the context of research of transitions from school to work, dimensioning the school system within the national economy, as well as in such areas as curriculum studies, development of pupils' competencies, evaluations of educational results, etc.

The Institute had a UNEVOC Centre from the early 1990s. One of the Slovenian representatives took part in the intense activities which led to the UNESCO World Conference on TVET Seoul in 1999. Throughout all this time our participation in the UNEVOC Network brought us a lot of information on the main trends and changes of global TVET. The Institute served in many cases as a distributor of information on resources for other more specialised institutions in Slovenia. At our Institute itself, for example, an evaluation study in the field of VET was carried out in the Centre for evaluation studies, and was concluded in the year 2007. The study was on 'The dual system as an educational form of acquiring vocational education of the youth and of the adults'. The project found the UNEVOC network to be a real social space for researchers as well as other partners, who generously convey their knowledge and experiences in the field to other partners.

We also expect that our new project on informal education, started this autumn, will get help from UNEVOC. In our view UNEVOC should build on these solid bases. Just the list of UNEVOC centres around the world enables us to put any particular research in a global perspective by simply taking advantage of first-hand information of these



Educational Research Institute, Ljubljana, Slovenia

centres, which enables us to enter into direct contact with them. Whether we take part in different particular events (meetings, conferences, etc.) organised by the network or not, we find reports and whatever the output may be always useful for orientation of our work. Of course, we are always glad to help to anybody who inquires about TVET in our country or our own research results. In the future will start a new centre in addition to the current ones that will focus exclusively on TVET research.

Dr. Mojca Štraus, PhD
Director



Ministry of Vocational and Technical Training, Tertiary and Vocational Education Commission (TVEC), Sri Lanka

It is with pleasure to wish UNESCO-UNEVOC all the best for its 10th year celebrations on behalf of the Tertiary and Vocational Education Commission (TVEC) of Sri Lanka, which is the apex body for TVET in the country. In light of UNESCO-UNEVOC network support and other resources, TVEC was able to provide leadership for policy and planning of the TVET sector of the country.

According to the policy directives and development framework provided by TVEC, Sri Lanka has developed and implemented a National Vocational Qualifications (NVQ) framework since 2004 with the assistance of Asian Development Bank sponsored TVET development projects. The NVQ framework provided unified qualifications according to the competencies identified by the industry for respective occupations at the certificate level. It provided for qualification upgrading to diploma and degree levels and all training provision and assessments were brought under a single quality assurance system.

Sri Lanka's experience in establishing and implementing the TVET reforms and NVQ framework over the past seven years set an example to many countries in South Asia. Several countries already benchmarked the NVQ system of Sri Lanka and receive technical assistance for the development of their systems. At the same time, Sri Lanka plans to further improve the TVET system in order to harness the full potential of its human resource. The development of the National TVET Policy for Sri Lanka is one of the key achievements in TVET sector in the country. Subsequently, Sri Lanka was able to host a regional conference on Human Resource Development through TVET as development strategy in Asia in August 2011 to share its experience among countries in the region.

The work of UNESCO-UNEVOC has helped in many ways for the development of the TVET sector in Sri Lanka such as invitations for participation in collaborative conferences, benchmarking of international best practices, dissemination of knowledge using electronic and print media etc.

We would like to extend our sincere thanks to the UNESCO-UNEVOC Network for its achievements and contributions towards the TVET sector and express our best wishes to continue its valuable services to the global community.

Dr. T. A. Piyasiri
Director General

Ministry of Education and Training, Swaziland

The TVET Sub-sector of the Ministry of Education and Training in the Kingdom of Swaziland would like to congratulate the UNESCO-UNEVOC International Centre on its tenth year anniversary. The tremendous role played by the UNESCO-UNEVOC International Centre and its other structures have played a pivotal role in the revitalization of the TVET reforms in Swaziland. We say long live UNESCO-UNEVOC and may your good efforts grow from strength to strength.

Peterson S. Dlamini
Head of the TVET Sub Sector

The Guidance and Learning Centre of Kristianstad (TECK), Sweden

Our association with UNEVOC dates back to 1994 when we were appointed Swedish UNEVOC Centre following a dialogue meeting at UNESCO in Paris. We established a contact with the Berlin Centre and its Director Hans Kröner. Our first contribution to the network was a case study on 'The role of technical and vocational education in the Swedish education system'. We were three authors – Nils Friberg, Björn Carnstam and Louise Henry. This production paved the way to several other studies and assignments. Some years later I was appointed member of the Advisory Committee and as such we were part of the Swedish delegation in the 2nd World TVE Congress in Seoul in 1999.

In later years our contributions have mainly been in the form of articles and lectures, such as in the UNEVOC Bulletin. Furthermore I helped the Deutsches Institut für Entwicklungspolitik (DIE) with describing a Swedish case enabling low skilled people to take one step up on the EQF levels inspired by our UNEVOC work.

The joint activities of UNEVOC have had a tremendous impact on our work. It has inspired us to develop TVE in Sweden in the framework of 'Yrkessvux', a massive initiative for young adults from the Government. Furthermore, we found that Sweden – together with Spain – was the only country in Europe lacking apprenticeships training programs. As a consequence we established 'The Apprenticeships Academy' in the Region of Scania North East. The initiative to train young people as apprentices is crucial for adult educators today. Thus the importance of our work as a UNEVOC Centre cannot be over-estimated.



Vuxenutbildningen Kristianstad

For the future I think more conferences should use modern methods – like distance methods so as to travel less. In addition, I am of the strong opinion that there is much to do in the field of validation, guidance and the implementation of courses using the advantage of the mobile phone, Google, YouTube and other social media in order to enhance the effects of vocational training and at the same time making it less expensive. Thus, for the next decade, these methods should be developed and, from my Swedish point of view, the cooperation with the EU and 'ET 2020', the European cooperation in education and training, should be strengthened.

Nils Friberg
Director

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This year, the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training is celebrating the tenth anniversary of its establishment in Bonn, Germany. To mark the occasion, UNESCO-UNEVOC would like to reflect critically on its past achievements, present its on-going projects and look towards the future.

With this publication we aim to retrace the progress of UNEVOC towards international leadership in technical and vocational education and training, through our main themes and activities and through UNESCO's goals for TVET that have guided our interventions, always in keeping with our slogan *Promoting learning for the world of work*.

To show the different faces of learning and working people throughout the world, UNESCO-UNEVOC initiated a photo contest that aimed to portray learning and working people – women and men – in action. The 54 best photos of the contest have been selected to feature in this publication.



United Nations
Educational, Scientific and
Cultural Organization



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