



**UNEVOC**

INTERNATIONAL CENTRE  
for Technical and Vocational  
Education and Training

## **UNESCO-UNEVOC in Action**

### **Report on Activities 2004-2005**

UNEVOC e-Forum

EDUCATION FOR ALL (EFA)

Building Capacity among TVET Personnel

Skills Training for Sustainable Livelihoods

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## FOREWORD

**T**echnical and vocational education and training (TVET) is an integral part of UNESCO's education mandate. TVET has always had a special role to play in preparing young people and adults for the world of work – by providing them with knowledge, skills and competencies that assist in gaining a decent income, increasing productivity, raising standards of living and providing an improved quality of life. The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) works with Member States so that they can provide, for their communities, improved access for all who need TVET.

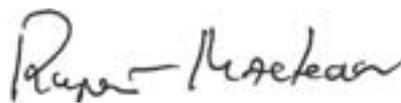
In 2004–2005, UNESCO-UNEVOC undertook numerous activities around the world towards this goal. This report provides full details on the achievements of the Centre during the biennium.

One of the highlights of UNESCO-UNEVOC's work during this period was the UNESCO International Experts Meeting on *Learning for Work, Citizenship and Sustainability*, which the Centre co-organised with the Division of Secondary, Technical and Vocational Education at UNESCO Headquarters and the German Federal Ministry of Education and Research (BMBF). The meeting took place in Bonn, 25–28 October 2004. It was both a five-year review of the Seoul Congress (1999) and the launch of discussion on the role and contribution of TVET to sustainable development. More than 120 TVET experts from around the world participated. Since this meeting, regional follow-up workshops on TVET for sustainable development took place in Asia and the Arab States.

In 2004–2005, the UNEVOC Network was significantly strengthened. Twenty-one new institutions joined the Network, and regional induction/refresher seminars on effective networking took place in Asia and Africa.

Also in the last biennium, UNESCO Headquarters commissioned an evaluation of all its education institutes and centres as part of the move towards Results Based Management (RBM). The evaluation of UNESCO-UNEVOC took place in April/May 2005. The outcome of the study was very favourable for UNESCO-UNEVOC, but the evaluation team proposed ten key recommendations to further improve the Centre's work. In response to the evaluation findings, UNESCO-UNEVOC streamlined its programme to further incorporate a results-based management (RBM) approach in its activities and is actively seeking to diversify its funding sources.

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training extends its deep gratitude to the Federal Government of Germany for the generous funding and hosting provided to the Centre.



Rupert Maclean  
Director

## INTRODUCTION

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) works with UNESCO's 191 Member States to strengthen and upgrade their TVET systems. By assisting Member States in this way, the Centre contributes to the long-term creation of better prospects in national labour markets and to the enhancement of potential for individuals.

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training was established as a result of a decision taken by the UNESCO General Conference in 1999. In 2000, the Government of the Federal Republic of Germany and UNESCO signed an agreement for the hosting of an international specialist centre in Bonn. The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training was inaugurated in April 2002. The Centre receives core funding from UNESCO and generous additional funding, as well as accommodation, from the Federal Government of Germany. It currently has 10 full-time staff, as well as a pool of external consultants and researchers on whom to draw.

UNESCO-UNEVOC is committed to contributing to sustainable communities and economies by strengthening education for the changing world of work. The Centre supports the development of technical and vocational education and training (TVET) in close consultation with UNESCO Member States and with partner agencies such as the International Labour Organization. Its primary focus is on least developed and developing countries, those in a post-conflict situation and those going through a period of transition.

Since its creation, the activity of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training has resulted in:

- >> The maintenance and development of the worldwide UNEVOC Network of 248 UNEVOC Centres in 158 countries by the end of 2005. The UNEVOC Centres represent a broad cross section of TVET institutions and activities in the world. In the Network, they are able to work together to strengthen TVET.
  - >> Direct assistance to countries seeking to develop their TVET systems. The Centre achieves this through the provision of experts who work with government officials in-country, or through the development and implementation of country-specific programmes.
  - >> Fostering direct relationships between TVET leaders across countries – at regional, international or thematic meetings, or through targeted linkages between UNEVOC Centres.
  - >> The professional development of TVET leaders from developing countries, through sponsoring TVET policy and programme managers to attend international meetings and through holding international meetings on contemporary TVET topics.
  - >> The promotion of best practice in TVET, through knowledge sharing between UNEVOC centres and through collaboration between UNESCO-UNEVOC and other agencies.
  - >> An extensive publications programme, comprising books, newsletters, research papers and e-documents to enable the sharing of contemporary knowledge across the world.
- To these ends, UNESCO-UNEVOC works for (and with) policymakers, education managers, teachers and learners and is part of the worldwide effort to achieve Education for All (EFA). The Centre is one of UNESCO's international specialist centres for education; sister institutes cover other educational areas such as curriculum development, ICTs in education and educational planning. UNESCO-UNEVOC also works closely with other international organisations committed to improving vocational skills, for example the International Labour Organization (ILO), the European Training Foundation and the Colombo Plan Staff College for Technical Education.
- Within the context of its overall mission, recent achievements, and the priorities mandated by UNESCO General Conference for 2004-2005, the Centre set specific result areas to guide its work during 2004-2005. The work of the Centre was focused around these result domains – they are considered necessary and sufficient to contribute to the overall mission of the Centre:
- >> The Global UNEVOC Network
  - >> TVET and Education for All
  - >> TVET and the World of Work
  - >> TVET for Sustainable Development
  - >> TVET Publications.
- This Report presents, for each domain, a brief discussion of the issue, the current situation, the activities and interventions taken and any comments or lessons for the future.
- Full information on the Centre and its activities can be found on the UNESCO-UNEVOC website at [www.unevoc.unesco.org](http://www.unevoc.unesco.org)

## 1. UNESCO INTERNATIONAL EXPERTS MEETING ON TVET: LEARNING FOR WORK, CITIZENSHIP AND SUSTAINABILITY



The UNESCO International Experts Meeting on *Learning for Work, Citizenship and Sustainability* was organised by UNESCO-UNEVOC together with the Division of Secondary, Technical and Vocational Education at UNESCO Headquarters and the German Federal Ministry of Education and Research (who provided sponsorship for this international event). The German Federal Institute for Vocational Education and Training (BiBB) and the German National Commission for UNESCO were also involved in the planning of this meeting, which took place 25–28 October 2004.

One of the core responsibilities of UNESCO is to act as a standard setter and policy coordinator in its mandated domains. In 1999, it organised the Second International Congress on Technical and Vocational Education, held in Seoul, Republic of Korea. The Congress discussed current international practice and passed recommendations to guide a new orientation of technical and vocational education and training throughout life. To assess the extent and ways in which the recommendations from the Seoul Congress are being implemented by UNESCO Member States, a five-year review was held in Bonn.

Accepting the invitation of the Director-General of UNESCO, 122 TVET experts from 50 countries and representatives from 18 UN agencies, intergovernmental and non-governmental organisations attended the meeting. The deliberations and conclusions were deemed as advice to the Director-General.

In addition to serving as a five-year review, the event also launched discussion on the role and contribution of TVET to sustainable development. Being held immediately prior to the UN Decade of Education for Sustainable Development (2005–2014), the meeting allowed for planning and





From left to right: His Excellency Hans-Heinrich Wrede, Chairman of the Executive Board of UNESCO, Ms. Edelgard Bulmahn, German Federal Minister of Education and Research, and Mr. Koïhira Matsuura, Director-General of UNESCO

development regarding possible activities pertaining to sustainable development and TVET.

Following keynote and orientation lectures, the business of the meeting was conducted through three concurrent working groups, each focussing on one key theme:

- >> Learning for Skills Development
- >> Transition to the World of Work
- >> TVET for Sustainable Development.

*Learning for skills development* (working group A) reviewed issues such as: globalisation and TVET policy reform, TVET and EFA planning, TVET at the secondary level, access and equity and non-formal TVET for poverty alleviation.

*Transition to the world of work* (working group B) examined: the needs of the labour market, potential future skill needs, guidance and counselling, lifelong learning, TVET for countries in crisis and statistical measurement of TVET.

The results of the deliberations in working groups A and B can be found in the report of the meeting. The systems learning acquired will contribute to the forward development of UNESCO policy and activity in TVET.

*TVET for sustainable development* (working group C) focused on how TVET can contribute to sustainable development. A Plan for Action was developed, which elaborates a range of possible activities to be undertaken. The plan was submitted to UNESCO HQ as input to the development of the UNESCO plan for the Decade of Education for Sustainable Development (DESD).

During an inter-agency panel, representatives from the International Labour Organization (ILO), World Bank, United Nations University (UNU), European Training Foundation (ETF), World Health Organization (WHO) and United Nations Environment Programme (UNEP) made presentations and discussed the topic of TVET for sustainable development.

At the close of the meeting, participants endorsed the *Bonn Declaration*, which defines the role and contribution of TVET to sustainable development. The Declaration calls for stronger TVET action in a number of ways. UNESCO-UNEVOC has responded to the issues raised in the Declaration through various elements of its 2006–2007 work programme.

## The Bonn Declaration:

We, the participants in "Learning for Work, Citizenship and Sustainability", a UNESCO meeting of international experts on technical and vocational education and training, are agreed that, since education is considered the key to effective development strategies, technical and vocational education and training (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. Our conclusion was reached following deliberations among 122 technical experts from Member States, intergovernmental and non-governmental organisations and industry who met in Bonn, Germany, from 25 to 28 October 2004, on the threshold of the United Nations Decade of Education for Sustainable Development, to assess progress since the Second International Congress on Technical and Vocational Education, held in Seoul, Republic of Korea, in April 1999.

1. Following the deliberations at this meeting, and recalling:

- >> the recommendations of the Second International Congress on Technical and Vocational Education (1999),
- >> the goals set out at the World Forum on Education (2000),
- >> the Millennium Development Goals adopted by the United Nations General Assembly (2000), and
- >> the Revised Recommendation concerning Technical and Vocational Education (2001) adopted by the UNESCO General Conference at its 31st session,

the participants in this meeting of experts affirm that the appropriate development of TVET is central to the attainment of those agreed goals.

2. Recognizing that the vast majority of the worldwide labour force, including knowledge workers, require technical and vocational knowledge and skills throughout life, we affirm that skills development leading to age-appropriate TVET should be integral to education at all levels, and can no longer be regarded as optional or marginal. It is especially important to integrate skills development in Education for All (EFA) programmes and to satisfy TVET demand created by learners completing basic education.

3. Preparation for work should equip people with the

knowledge, competencies, skills, values and attitudes to become productive and responsible citizens who appreciate the dignity of work and contribute to sustainable societies. We call on all stakeholders to adopt this broader perspective for TVET.

4. The development of TVET since the Seoul Congress clearly shows that there is enhanced recognition of this branch of education as a means to productive livelihoods and social cohesion. However, the UNESCO TVET Survey of 2004 has revealed that progress has been uneven. Renewed effort to modernize TVET and ensure its enhanced status and sustainability is necessary. Increased scope for TVET is recognized in "sustainability industries" such as environmental conservation, cultural heritage site preservation and renewable energy production.

5. Accordingly, we invite the Director-General of UNESCO to urge Member States, the concerned agencies of the United Nations system and other relevant stakeholders, both public and private, to build partnerships and to revitalize efforts to implement the recommendations that have not yet received sufficient attention or resources.

6. Given the scale of the task and the complexity of the conditions in which action must be taken, we ask that particular priority be given to TVET initiatives that alleviate poverty, promote equity, especially in relation to gender, arrest the spread of the HIV/AIDS epidemic, support youth in crisis, support rural communities and people in excluded groups, encourage north-south and south-south cooperation and assist the development of countries in transition and those in and emerging from crisis and conflict. These TVET initiatives are pivotal to human-centred sustainable development.

7. As TVET experts, we call for approaches to development that harmonize economic prosperity, environmental conservation and social well-being. We therefore call for responses to globalization that humanize rather than marginalize, and for applications of information and communication technology that narrow the digital divide.

8. We commit ourselves, in each of our own countries and organisations, to taking the action necessary for quality skills development that leads to economically viable, environmentally sound and sustainable communities.

Bonn, Germany

28 October 2004

## 2. THE GLOBAL UNEVOC NETWORKS

**E**ffective networks can provide members with regional and thematic opportunities for learning and action. In a successful network, participants contribute and receive value in ways that sustain both their own success and the success of the network as a whole. Regular and systematic contact and meetings, regular progress reports and updates - all these are necessary to keep a network active. Tangible benefits can accrue to members; these may include commitments to collaborate with one another, formal access to shared resources, memorandums of understanding for future joint activities etc. But there are also a number of less tangible benefits, such as knowl-

edge exchange between members, whereby the exchange of strategic information increases the value of the activities of members of the network.

UNESCO-UNEVOC fosters networking among TVET leaders through its two flagship networks:

- >> The UNEVOC Network, a worldwide network of specialised TVET institutions, and
- >> The e-Forum, a mailing list and bulletin board for TVET experts.

### 2.1 The UNEVOC Network Today

The UNEVOC Network of specialised TVET institutions is the most prominent network of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.

The UNEVOC Network is the first global network for TVET. Through the Network, knowledge and expertise about innovations and best practices can be transferred within and between countries. Crucially, the Network provides a global platform for UNESCO-UNEVOC to respond to the needs of Member States and pursue its key functions as a policy setter, clearing house, capacity builder and catalyst for international cooperation.

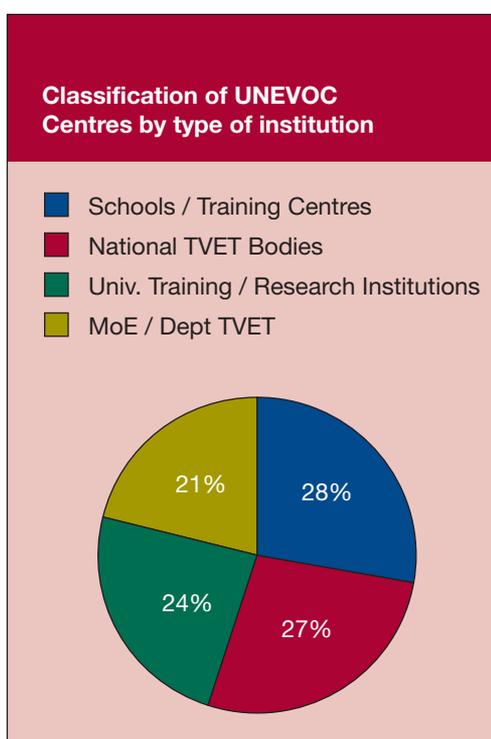
The Network is a unique system for sharing knowledge and experiences regarding all aspects of TVET. At the end of 2005, it consisted of 248 specialised TVET institutions - called UNEVOC Centres - in 158 UNESCO Member States. UNEVOC Centres have in common a position within their country that allows them to cooperate with other TVET stakeholders, both domestically and internationally.

While regional UNESCO offices may support and use regional parts of the Network, overall international responsibility for expanding the Network and enhancing its role and effectiveness rests with the Centre in Bonn.

#### Some facts about the UNEVOC Network



*The worldwide UNEVOC Network at the end of 2005*

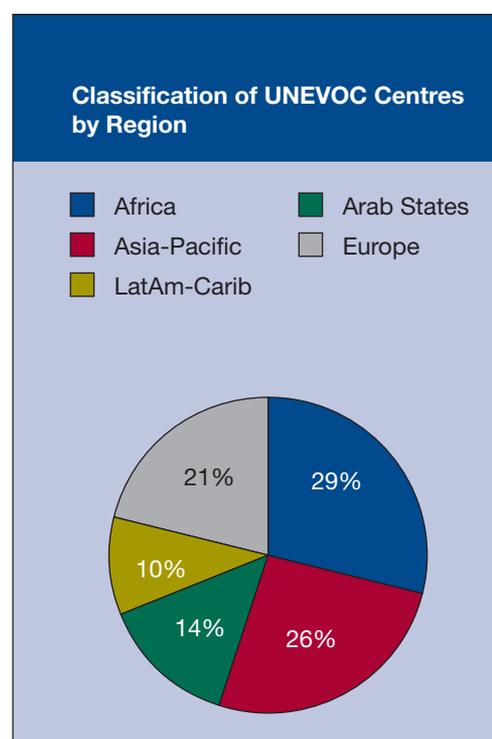


Members of the UNEVOC Network cover a number of important TVET roles. They fall into four categories of roughly one quarter each. Some are TVET teaching institutions at the secondary or post-secondary school level. Some can be classified as TVET research groups within universities, and some are TVET sections within ministries of education. The fourth quarter are national bodies dedicated to TVET development.

### New UNEVOC Centres

During the period 2004-2005, the UNEVOC Network welcomed the following 21 TVET organisations to the Network:

- >> Centre for Learning Research (CRL), Griffith University, Australia
- >> Botswana Training Authority (BOTA), Botswana
- >> Centre d'études collégiales de Carleton, University of Manitoba, Canada
- >> College of Vocational and Technical Education, China
- >> Beijing Municipal Supply and Marketing Institute, China
- >> Henan Information Engineering College (HIEC), China
- >> Handan Vocational and Technical College, China
- >> Beijing Changping Vocational School, China
- >> Ministry of Technical and Vocational Education - Ministère de l'enseignement technique et professionnel (METP), Congo
- >> CEPROPHOT (Centre pour la promotion de la photographie), Democratic Republic of Congo
- >> International Business College (IBC), Denmark
- >> The Technical and Vocational Education and Training Section, Fiji
- >> Ministry of Education and Training, Lesotho
- >> Department of Higher Education, Myanmar
- >> Technical Education and Skills Development Authority (TESDA), Philippines
- >> Technical Education Corporation (TEC), Sudan
- >> Udonthani Technical College, Thailand
- >> Thai-Austrian Technical College, Thailand
- >> Suratthani Vocational College, Thailand
- >> Governmentally run Center for Secondary Specialised, Professional Education, Uzbekistan
- >> Department of Technical and Vocational Education in the Ministry of Higher and Tertiary Education, Zimbabwe



## 2.2 Strengthening the UNEVOC Network

While new members are attracted to join the UNEVOC Network, the overall level of functioning is uneven. Levels of interest, interaction, and activity vary widely. Some UNEVOC Centres take repeated advantage of training seminars while others have yet to participate. These patterns lead to even greater disparities, as some active Centres offer to co-host regional seminars and hence consolidate further activity in their regions while others are left in areas where few activities are held. Another issue is the uneven capacity of Centres. This, in itself, is not unexpected, but the challenge is to encourage the higher capacity Centres to cooperate with those operating at lower levels, to the mutual benefit of both. Another identified need is to improve understanding of effective use of the Network; how to maintain effective networks, the roles of UNEVOC Centre managers, and techniques for information sharing in the UNEVOC Network. At the most practical level, the information and contact database used by the UNEVOC Network was found to be in need of revision.

During 2004-2005, emphasis was therefore put on two main strategies to strengthen the Network:

- >> updating the UNEVOC Centres database and
- >> holding induction and refresher training for UNEVOC Centres.

### UNESCO-UNEVOC Database

Having reliable and efficient access to contact data of TVET experts and institutions worldwide is of utmost importance for the work of UNESCO-UNEVOC. In mid-2005, a contract was issued to a database programmer to develop a new contacts database uniting all contact data from previous databases in order to improve accessibility, but also to improve user-friendliness and thus reliability of the data. By May 2006, this process will be finalised with training on the use of the database.

### Induction and Refresher Training for UNEVOC Centres

UNESCO-UNEVOC organised a number of induction and refresher training seminars in various parts of the world during 2004-2005 to tackle issues related to effective Network operation. While each of the training seminars was considered successful, it is clear that continued effort is required before the Network is self-supporting. For UNESCO-UNEVOC, the seminars provide a useful opportunity to get to know the UNEVOC Centres at close hand; not only in terms of their individual capacities and interests,

but also in terms of what they can learn from and offer other UNEVOC Centres.

#### Latin America

Brasilia 30 August-1 September 2004

This training seminar was jointly organised by UNESCO-UNEVOC and UNESCO Brazil, in co-operation with the UNESCO Regional Office for Education in Latin America and the Caribbean (OREALC) and the ILO Inter-American Research and Documentation Centre on Vocational Training (CINTERFOR), and with support from the Brazilian Ministry of Education. Thirty-eight TVET experts from UNEVOC Centres across the region participated.



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#### East and Southeast Asia

Bangkok 8-9 August 2005

This training seminar was organised with the assistance of the Thai Office of Vocational Education Commission (UNEVOC Centre Thailand) within the Ministry of Education. Twenty-five TVET experts from UNEVOC Centres across East and South Asia participated.



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### East and Central Africa

Nairobi 20-26 August 2005

This sub-regional seminar was jointly organised by UNESCO Paris and UNESCO Nairobi. UNESCO-UNEVOC cooperated in this activity by providing technical inputs and assistance with the facilitation. The seminar partly covered issues pertaining to the management of UNEVOC Centres and provided concrete advice on how to enhance the national effectiveness and profile of the UNEVOC Network. Forty TVET policy-makers from UNEVOC Centres in Central and East Africa participated.

### West Africa

Dakar 28 November-1 December 2005

This sub-regional seminar was organised jointly with UNESCO Regional Bureau for Education for Africa (UNESCO BREDA). There was notable assistance in the form of technical interventions on the subject of HIV/AIDS was provided by the German Agency for Technical Cooperation / Botswana Training Authority (GTZ/BOTA). Twenty-two TVET policy-makers from UNEVOC Centres from selected countries in West Africa participated.

### Southern Africa

Lilongwe 5-9 December 2005

This workshop brought together 24 participants from UNEVOC Centres across Southern Africa. Part of the workshop examined how the UNEVOC Network can be utilised to orient TVET to integrate HIV/AIDS preventive education.



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## 2.3 UNESCO-UNEVOC e-Forum

To directly link individual TVET experts around the world, UNESCO-UNEVOC maintains an Internet-based electronic mail forum (e-Forum), which, in 2004-2005, linked some 600 experts from more than 122 countries as well as from some 25 international organisations. The e-Forum is an excellent way for those working on skills development issues to cooperate and communicate with partners around the world. Messages may include:

- >> Announcements of international conferences and workshops,
- >> Information on new publications and resources,
- >> Inquiries for materials that would be useful for an individual's work in TVET and that may be available abroad, e.g. curriculum materials,

- >> Finding partners for international co-operation in research and development.

Interested TVET experts can subscribe to the e-Forum on the UNESCO-UNEVOC website. In the biennium 2006-2007, UNESCO-UNEVOC will further enhance the e-Forum through the use of new technology as well as new content. It is also anticipated that, in 2006, e-Forum participants will be able to join in moderated forums and virtual discussion groups.

```
Many thanks for having me on your mailing list, the
contacts and information have been most beneficial.

Best wishes to all for 2006.

Fazal Karim
Trinidad & Tobago
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### 3. TVET AND EDUCATION FOR ALL (EFA)

In earlier years of the Education for All (EFA) campaign, the link between TVET and EFA was not so strongly understood. The position advocated by UNESCO-UNEVOC now has a wider resonance: basic education (the cornerstone of EFA) can occur in primary, secondary and vocational levels, and, further, EFA cannot be achieved without a rapid expansion in quality and relevance of TVET.

Providing opportunities for individuals to acquire skills for work and life is an enormous challenge for many countries. In general, the funds allocated to TVET within education portfolios have always been disproportionately small as compared to national economic and social needs. In addition, in some developing nations, the fast rate of population growth results in proportionally decreasing availability of TVET places for young adults; this alone presents a significant barrier to meeting the goal of EFA.

The Dakar agenda to achieve "Education for All" clearly includes TVET as it contributes to EFA 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).

Through national EFA planning processes, countries in need have been encouraged to integrate the skills development strategies necessary for national economies into their overall plans for education. These strategies, often targeting the most vulnerable, may focus on the informal sector, or on

underrepresented groups, or on the rural areas of the country or perhaps on the needs of ex-combatants and others whose chances of obtaining livelihood skills were war-interrupted. The type of training offered needs to be wide ranging. Basic skills training may be linked to the daily activities that occupy people, and skills to upgrade modest individual economic endeavours are important. Livelihood skills development for EFA often involves players outside of the formal education sector. The attention is on learning outcomes, however acquired, rather than on formal education and training inputs. Forming partnerships with civil organisations, other UN agencies and other ministries beside education is one strategy adopted by UNESCO-UNEVOC to implement its programme.

The relationship between TVET and EFA is broader than on livelihood skills alone. To meet the overall EFA goals, there must be a considerable increase and roll out of TVET opportunities in general. Provision of programmes is not the only area to be targeted – many more teachers of TVET are needed in the developing world, and those teachers need opportunities to increase their own skills and knowledge.

Since the 1999 Second International Congress on TVE held in Seoul, with its strong focus on TVET reform, and since the endorsement of the Revised Recommendation concerning TVE (2001), UNESCO has increased its support to Member States to improve their provision of TVET. In their efforts to provide relevant and accessible TVET, some Member States may seek UNESCO-UNEVOC's assistance as they: introduce new legislation on TVET; devise mechanisms to bring employers and the community closer to the training process; shift towards competency based systems or investigate quality assurance frameworks. Regardless of specific issues, there is a general need for a comprehensive enhancement of national capacity in TVET planning and management.

#### 3.1 Strengthening Capacity among TVET Personnel

The development of an effective TVET system is at the heart of vocational education reform efforts. UNESCO-UNEVOC encourages and facilitates regional cooperation, since countries in a given region often face similar problems. Through South-South cooperation, TVET personnel can learn from each other, and best practice can be shared and adapted to local contexts.

##### Sharing TVET Knowledge in Southern Africa

The initiative *Learning for Life, Work and The Future: Stimulating TVET Reform in Southern Africa* (LLWF) was launched jointly by the Department of Vocational Education and

Training of the Ministry of Botswana (a UNEVOC Centre) and UNESCO-UNEVOC in 2000. It represents a long-term commitment by UNESCO-UNEVOC to TVET in Southern Africa. Its main purpose is to develop sub-regional cooperation in TVET in the Southern African Development Community (SADC), so that they can continue to stimulate TVET development in the region.

At the initial workshop held in Gaborone, Botswana, in 2000, decision-makers from twelve SADC countries identified eight areas for further work, and, in 2002, the SADC Technical Committee on Intermediate Education and Training adopted the initiative. UNESCO-UNEVOC and its SADC partners undertook follow-up work in Dar-es-Salaam, United

Republic of Tanzania, in 2003. A report on the project was disseminated in 2005.

One of the eight identified areas was for the development of a system for shared knowledge management, to enhance the effectiveness of TVET departments in Southern African States. This area was implemented in 2005 by UNESCO-UNEVOC in cooperation with the Industrial and Vocational Training Board (IVTB) in Mauritius (UNEVOC Centre for Mauritius), the Ministry of Education in Botswana and SAP, a private sector software company. Generous donations from the private sector made this project possible: the computer company COMPAQ provided a server, and the software company SAP provided its knowledge management software Knowledge Warehouse plus trainers, all on a *pro bono* basis.



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From 12 to 15 December 2005, SAP software training for 11 TVET experts from the SADC region took place at the SAP Training Centre in Johannesburg, South Africa. The participants represented UNEVOC Centres in the following countries: Botswana, Malawi, Mauritius, Swaziland, Seychelles, Zambia, and Zimbabwe. Through the server hosted at the Industrial and Vocational Training Board (IVTB) in Mauritius and with the Knowledge Warehouse software, SADC countries can now exchange information on the different aspects of technical and vocational education and training (TVET). Those who have been trained and given access to the system are now able to classify and upload as well as download documents, and best practices in TVET policy and practice can now be made available to a large number of selected TVET specialists in the sub-region. It is envisaged to train TVET experts from the remaining SADC countries during the biennium 2006–2007.

For those who have already received training, there are still a number of challenges to be overcome. Real effort has to be maintained to ensure that the technical skills imparted are maintained and increased. Technical competence, however, is only the platform for sharing information.

Collecting and managing relevant information, and deciding what needs to be shared is another challenge. UNESCO-UNEVOC urges Member States in the region to continue their efforts towards cooperation in TVET development.

### Training TVET Trainers in Southern Africa

New information technologies have opened up new potential for learning and can provide more widespread access to TVET. They can also offer flexibility in time and location for TVET delivery. A workshop on "Training of Trainers in the Use of ICTs and in the Application of the Commonwealth of Learning Technical and Vocational Teacher Training Core Curriculum" was jointly organised by UNESCO-UNEVOC and UNESCO-BREDA, in cooperation with the Commonwealth of Learning (COL) and the Industrial and Vocational Training Board, Mauritius (IVTB) from 18 – 22 April 2005.

The participants in this workshop included 15 designated coordinators from UNEVOC Centres and Associate Centres from SADC as well as experts in ICTs and ODL and representatives from UNESCO BREDA, UNESCO-UNEVOC, ILO and the SADC secretariat. The overall goal of this activity was to develop basic capacities and expertise for the training of trainers in TVET in the use of ICTs and other key areas through open and distance learning (ODL), thus strengthening the programmes and operations of UNEVOC Centres to ensure continued and sustained activities towards the success of and quality in TVET. It also sought to generate awareness about open and distance learning opportunities for trainers of TVET.

### TVET Reform in the Arab States

Developing cooperative responses to important TVET reform issues was the focus of a UNESCO regional experts meeting held in Amman, capital of the Hashemite Kingdom of Jordan, 25 – 27 August 2005. Participating in the meeting were 38 officials, experts, and specialists responsible for TVET development in the Arab States region and from international agencies. The meeting, organised by UNESCO-Beirut and UNESCO-UNEVOC and hosted by the National Center for Human Resource Development (Jordanian UNEVOC Centre), had as a primary purpose the consideration of a draft set of project proposals on TVET development in the Arab region. Seven joint proposals were put forward, and the experts debated the priority of the various issues and the link between such proposals to existing national and regional plans of action for development. The seven proposals were for:

- >> Developing a regional system for qualifications in TVET

- >> Developing standards for testing and evaluation in TVET
- >> TVET curriculum development for training of teachers and instructors
- >> The use of ICTs in TVET
- >> HRD for the tourism sector
- >> Closer links between industry and TVET
- >> Gender mainstreaming between industry and TVET.

UNESCO will be supporting Member States prepare more detailed proposals that might be put to donor organisations for implementation and funding. The development of cooperative regional approaches to TVET reform is an ambitious undertaking. It was obvious at the meeting that a great deal more detailed planning is required before the support of donors is likely and collaborative reform undertaken.



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### Training TVET Personnel in Afghanistan

One of the obstacles for realising the EFA goals is the impact of (often lengthy) periods of armed conflict. This has led in many cases to situations whereby young people as well as adults have been deprived of education for an extended period of time perhaps because they have been actively involved in the conflict, or they have been living under occupation and not offered opportunities or perhaps they have been displaced and forced to live as refugees. In addition it is usual that much of the civil infrastructure, including educational infrastructure, is destroyed during times of conflict. This was the case with Afghanistan when UNESCO-UNEVOC was called to provide technical assistance.



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Together with UNESCO Kabul, UNESCO-UNEVOC organised a training seminar on *International Approaches to TVET Development*. The UNEVOC training seminar took place in Kabul from 19–24 November 2005 and aimed to directly help officials in the Ministry of Education in Afghanistan redevelop their TVET system. The focus was to assist participants guide the Ministry of Education in overcoming current difficulties. The participants were therefore introduced to current international training approaches to TVET, with a three-day programme that covered a number of topics pertinent to contemporary management and development of TVET.

As a follow-up to the seminar, a Mobile Training Team (MTT) activity has been organised by UNESCO-UNEVOC in cooperation with UNESCO Kabul to take place in 2006 to allow a small group of Institute Directors from Afghanistan to visit, and learn from, TVET institutes in another Asian country.

### International Seminar on TVET Teacher/Trainer Education

An International Seminar on *Innovation and Excellence in TVET Teacher/Trainer Education*, held from 8–10 November 2004 in Hangzhou, China, was organised by UNESCO-UNEVOC in collaboration with UNESCO Beijing, the Chinese National Commission for UNESCO and the Chinese education authorities. The seminar brought together 68 participants from 25 countries (mostly from the Asia-Pacific region and Europe). Seminar participants discussed a number of issues at the heart of improving the quality of TVET – understanding that an effective interaction between teacher/trainers and learners lies at the centre of quality TVET and that an overall international improvement in vocational skills can only be realized if there is an improvement in the quality, effectiveness and relevance of teaching.

### United TVET Network on Innovation and Professional Development (UNIP)

Following on from the meeting in Hangzhou, a new international TVET network has been established. Called the *United TVET Network on Innovation and Professional Development (UNIP)*, it involves TVET specialists from all over the world. The network is dedicated to:

- >> Facilitate discussions on the development, tasks, structure and organisation of a future international association of TVET specialists;
- >> Facilitate discussions on the implementation of master level degrees in TVET
- >> Prepare an international conference as a follow up to Hangzhou meeting, where good and best practice examples can be exchanged and progress towards fostering an international community of TVET specialists reviewed.

The Network is supported by an international committee and a secretariat at the Institut Technik und Bildung (ITB), University of Bremen, Germany. UNESCO-UNEVOC has attended early meetings to provide technical advice and support and may assist key projects in the future. More information can be found on the Network's website at <http://www.unip-net.org/>

To improve the quality of TVET teaching and learning, it was suggested that the current distance between the fields of school and academic teacher education, on the one hand, and TVET trainer education on the other hand, needs to be reduced. It was also recognised that there is a need to develop higher degree structures in TVET education and foster a research culture for TVET. Innovation, scholarship and research in all aspects of TVET must be accelerated if solutions are to be found to the challenges identified at the meeting. The meeting produced the following:

- >> The Hangzhou Declaration on strengthening and upgrading TVET teacher/trainer education;
- >> A commitment to establishing an international Network of TVET researchers, educators and trainers; and

- >> A framework for various study courses in TVET, including a possible Masters level course.

A separate working session was organised to discuss issues of mutual interest concerning the strengthening and upgrading of the worldwide UNEVOC Network.

### TVET Reform in China

At the close of 2005, UNESCO-UNEVOC undertook some preparatory work for a Joint Innovative Project (JIP) on TVET at post-secondary level with China. The Chinese education authorities will invest considerable funds to the project, and have invited UNEVOC to provide technical assistance. The project will be more fully scoped at a planning meeting in Hangzhou, China, in March 2006, which will be attended by UNESCO-UNEVOC. In addition, Mongolia and the Democratic People's Republic of Korea will be invited to join the project.

### International Seminar on Vocational Content in Mass Higher Education

The expansion of higher education and rapid changes in patterns of work, combined with a growing infusion of new technologies and innovation, has brought about an unprecedented shift in programme design in higher learning. The prevailing view is that higher education must put forth more graduates ready to contribute to national economies and the labour market in a new age of knowledge-based economies. To meet such a demand, higher education institutions are faced with the need to re-examine their curricula and programme design to incorporate vocationally oriented content that prepares graduates for the world of work beyond academia. However, this raises many questions for policy-makers concerned with the realignment of higher education as well as for higher education institutions.

To address these questions, UNESCO-UNEVOC and the UNESCO European Centre for Higher Education (UNESCO-CEPES), in cooperation with the Centre for Comparative and International Education, University of Oxford, jointly organised a seminar on *Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market and the Workplace*. The meeting, which took place in Bonn,



8–10 September 2005, brought together about 40 experts at the institutional and disciplinary levels from a broad cross section of countries. The seminar concentrated on three themes:

- >> International perspectives and policy trends on the issue of vocational content in mass higher education
- >> The impact of new forms of knowledge production on organisational and epistemological shifts in higher education

- >> Partnerships and collaborative ventures between higher education institutions and industry.

Mr Peter Smith, Assistant Director-General for Education of UNESCO attended the opening session. The meeting in Bonn was part of a larger joint project between UNESCO-CEPES and UNESCO-UNEVOC to investigate the extent of and the trends and variations in the vocational content now proliferating in higher education. The next step in this cooperation will be a publication showcasing examples and policy trends for institutional and national decision makers.

## 3.2 Vocational Skills Training for Sustainable Livelihoods

Adults and young people must have the opportunities to acquire the knowledge and livelihood skills that are adaptable to everyday life and necessary to keep pace with changes in societies, economies, jobs and job skills. UNESCO-UNEVOC is advocating for recognition of the close link between TVET and Education for All (EFA), especially with regard to EFA goal 3 "to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes." In a practical approach, materials and tools have been developed with input from local experts, to promote skills development for sustainable livelihoods in least developed countries.

### Motivation Campaigns for the Informal Sector

Based on an earlier UNESCO-UNEVOC activity pertaining to improving the status and accessibility of TVET, and on materials developed by UNESCO as part of the Global Action Programme on Education for All (Youth Project), a campaign package to motivate young people to acquire basic livelihood skills has been prepared.

In a previous stage, twelve videos were developed (in four different languages) and compiled in sets of DVDs. The videos show simple, traditional, but yet innovative ways to produce goods with low-cost materials and very simple tools demonstrating that vocational skills can be acquired and used to produce useful or marketable goods and services.

A pilot version of a skills motivation campaign package using the videos and training materials at its base has been compiled for the benefit of disadvantaged youth in the informal education sector. The package has been evaluated and revised by experts and is now being prepared for

publication and release in 2006. Six hundred packages will be produced and will be available for stakeholders mainly in developing countries. Alongside the videos and companion training materials will be basic entrepreneurial skills training material.

### Entrepreneurship Training in TVET

Organised by the TVE Section at UNESCO Headquarters in Paris in cooperation with the Uganda National Commission for UNESCO, the workshop reviewed draft modules on entrepreneurship training. Thirty-five vocational educators from Eastern and Southern Africa made suggestions to improve the completeness and utility of the modules. Helpful suggestions and feedback were obtained and used to finalise the modules before publication. UNESCO-UNEVOC provided technical inputs to the workshop and helped with the facilitation. There is the possibility of including the publication resulting from the modules into the "Motivation Campaign Kit" that has been developed by the UNESCO-UNEVOC.

### EFA in Africa

UNESCO-UNEVOC was represented at a seminar and donors meeting with a focus on EFA in Africa, held in Oslo (2 June 2005). Eighty participants, including UNEVOC Centres, Ministry of Education officials, professors, research students, and donor agencies were present at the meeting. The broad goal of the seminar was to exchange knowledge and information about on-going EFA efforts in Africa, specific EFA challenges in the region and various approaches to what can best be done in order to reach EFA goals in the region. This relates to current trends and developments in UNESCO-UNEVOC, with particular reference to the UNEVOC Network, promoting TVET for sustainable development, and the link between TVET and EFA.

## 4. TVET AND THE WORLD OF WORK

**T**VET needs to be as dynamic as the economies and communities it serves. Rapid changes in technology, the opening up (and closing down) of employment opportunities due to globalisation, demographic changes within a country, new expectations from learners, pressures to improve quality; these and many other factors all drive the need for improvement in TVET. In countries where resources for education are scarce, relevance and effectiveness of TVET is of enormous importance. Nowhere is this so well illustrated as with countries emerging from conflict, where the wish to *re-establish* training opportunities is frequently coupled with a wish to *improve* training opportunities. The same concern exists in countries in transition.

To undertake successful TVET reform, TVET leaders need to have access to relevant and current information. Stakeholders can often work together to develop policy and legislation and to establish effective institutional structures and relevant curricula. Much can also be achieved simply by TVET leaders getting to know one another; developing relationships of trust that enable the sharing of knowledge and experience.

While adequate resources are always important to a successful TVET system, an improved alignment of TVET with economic and employment trends, as well as with community expectations, can be achieved by other means. For example, strategies to involve social partners and stakeholders in TVET policy, planning and administration are low cost solutions. So too are approaches whereby UNESCO-UNEVOC adds leverage to locally organised events by providing seeding or support grants. At the heart of UNESCO-UNEVOC's work in this area is a belief that each skilled individual contributes to a community's overall social capital and, potentially, to social cohesion. Our work in this area thus focuses on citizenship as well as on employability.

### Developing Skills in Southeast Europe

The transition period from a centrally planned to a market economy includes a number of challenges especially for those who recently experienced conflict. With this in mind, the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, the Education Sector in UNESCO Headquarters and the Austrian National Commission for UNESCO jointly organised a three-day event to bring together regional TVET leaders to consider policies and practices to promote *Skills Development for Employability and Citizenship*. The meeting, for 40 participants, was held in the United Nations Centre in Vienna, Austria, 21-24 November 2004.

The meeting focussed on identifying best ways to meet the training needs of South East European (SEE) countries in the context not only of TVET objectives but also in line with UNESCO's strategic approach on strengthening regional cooperation. For this reason, the meeting examined the notion of skills development for employability and also for citizenship. While the focus was on SEE, other countries with transition economies also participated, for example Latvia, Poland and the Czech Republic. In order to add the global context there were presentations on skills development in the Arab States, Asia and the Pacific and the European Union. Each examined the notion of promoting a dialogue between different cultures with regard to skills development for employability and citizenship. UNESCO-UNEVOC also held an add-on session to plan for the future development of the UNEVOC Network in transition countries in Europe. The participants at the Vienna meeting resolved that sustainable peace and development in the region cannot be based on political settlements and economic considerations alone, and that much closer cooperation between the countries was possible. UNESCO-UNEVOC will support a series of comparative studies on key TVET issues in South East Europe to provide the basis for closer future cooperation, and will encourage more active involvement in the UNEVOC Network from this region.

### Social Partnerships for TVET: Central Asia

Social partnerships for the development of TVET emerged as an issue of high priority for TVET leaders from Central Asian Republics during earlier work with UNESCO-UNEVOC. In this biennium, the Centre facilitated cooperation among UNEVOC Centres in Kazakhstan, Kyrgyzstan and Uzbekistan with partners in Germany for a mobile training team (MTT) to address this issue. Tajikistan is not yet a member of the UNEVOC Network, but Department for Initial Vocational Education and Training at the Tajik Ministry of Labour was invited to participate in the activity as a candidate centre.



Vocational educators from UNEVOC Centres in Central Asian Republics at UNESCO-UNEVOC for orientation to the MTT, with Efison Munjanganja, Head of UNEVOC Networks, July 2005  
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In July/August 2005, four TVET specialists, one each from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan, came to Germany for a Capacity Building International (InWent) training seminar on social partnerships in TVET, with a special focus on assessment and certification. They also participated in a number of field visits to German TVET institutions. Upon return to their countries, the participants of the MTT organised national seminars to share their newly acquired knowledge with other TVET specialists and stakeholders and to identify possibilities of applying the concepts in the respective national contexts.

Two national dissemination workshops took place at the end of 2005:

- >> *Social Partnerships in Vocational Education and Training in Uzbekistan* took place from 9–11 November 2005 in Tashkent. Fifty TVET stakeholders took part in the seminar and participants developed a set of plans for establishing a council on social partnerships to coordinate action at national, regional and college level.
- >> *Social Partnerships in Defining the Content and Assessing the Outcomes of Training* was organised in Karaganda, Kazakhstan from 5–6 December 2005. The 50 TVET experts who participated drafted a set of recommendations for action, which were presented to the Ministry of Education and Science for their consideration.

The national dissemination seminars for Kyrgyzstan and Tajikistan are scheduled for January and February 2006. The MTT led not only to a significant improvement of the skills and knowledge of the four individual TVET experts who came to Germany, but, through the national dissemination workshops, had a much broader impact on the countries involved. Through this activity, a foundation has been laid for the building of social partnerships in TVET and UNESCO-UNEVOC urges the UNEVOC Centres and their partners at the national level to take the necessary further steps.

### Developing TVET in Mongolia

Enhancing stakeholders' participation in TVET is also an issue of importance in Mongolia. The UNEVOC Centre in Mongolia took a key role in promoting the issue nationally. Forty-three experts from relevant ministries, vocational education schools, private training institutions, employers' federations, professional associations and national enterprises, as well as five representatives of foreign investment companies and donor and international organisations met in Ulaanbaatar, 4–9 July 2005. The purpose of the meeting was to explore how increased stakeholder

participation could improve policy and practice in TVET. UNESCO-UNEVOC supported this meeting through expert advice and a small grant.

Recommendations on improving TVET through stakeholder participation were produced and handed to the Mongolian government through representatives from the Ministry of Education, Culture and Science and the Ministry of Social Welfare and Labour. A council consisting of a larger number of private sector organisations was formed to enable the participation of stakeholders at different stages of TVET policy and strategy development and implementation. UNESCO Beijing is interested in undertaking additional work on improving TVET in Mongolia and has invited UNESCO-UNEVOC to contribute technical expertise.

### Strengthening TVET in Latin America

In order to support the UNEVOC Network in Latin America, two small grants were awarded to the UNEVOC Centres of Brazil and Uruguay.

The grant to the four UNEVOC Centres in Brazil was used towards the organisation of a National Conference of Brazilian Federal Centres for Technological Education with the aim to examine the trend of transforming the Federal Centres into technological universities. The meeting took place on 24–25 October 2005 and brought together about 100 Brazilian TVET leaders together with some international experts who shared their experience with similar processes. The meeting, which was also generously supported by the Brazilian Ministry of Education and received organisational assistance from UNESCO Brazil, served to open the discussion, and there are still many controversial opinions. The general feeling was that the issues need to be embedded in the definition of a more general TVET policy for the country. The Brazilian Ministry of Education intends to take the topic further.

The second small grant was awarded to the UNEVOC Centre in Uruguay (Centro de Capacitación y Producción - CECAP). Since its inception in 1982, CECAP has been implementing education and training activities for unemployed youth and young adults who are outside of the regular education system and come from low-income homes. The small grant was used for up-dating teaching and training materials, to be used in the implementation of a new national programme on education and work. The materials will be ready for dissemination in April 2006.

While the financial contribution by UNESCO-UNEVOC was modest in both cases, the funds provided important leverage towards activities initiated by UNEVOC Centres in the target region. This is a low cost / high impact strategy for UNESCO-UNEVOC and will be continued in the future.

## 5. TVET FOR SUSTAINABLE DEVELOPMENT

According to the 1987 Brundtland Report, sustainable development involves meeting “*the needs of the present without compromising the ability of future generations to meet their own needs*”. Sustainable development can be seen as a culturally directed search for a dynamic balance between social, economic and natural systems.

The United Nations Decade of Education for Sustainable Development (DESD) aims to promote development that is socially desirable, economically viable and ecologically sustainable through the integration of principles, values, and practices into all aspects of education and learning. The Decade spans from 2005 to 2014 with UNESCO requested to lead activities and develop an International Implementation Scheme (IIS). The IIS fosters collective ownership of the Decade and emphasises the importance of partnership amongst and between those with an interest in furthering education for sustainable development (ESD). The alignment of ESD into TVET is a key result area for collective UNESCO effort, and UNESCO-UNEVOC has assumed early leadership with a number of initiatives.

UNESCO's guiding Revised Recommendation concerning Technical and Vocational Education (adopted in 2001) took into account the notion of sustainable development, recommending that TVET should:

- >> contribute to the achievement of the societal goals of democratic, social and cultural development as well as focus on economic development;
- >> lead to a broad and, when necessary, critical understanding of science and technology; and
- >> empower people to contribute to environmentally sound sustainable development through their occupations and other areas of their lives.

These concepts are crucial to aligning TVET for sustainable development, and they help frame UNESCO-UNEVOC actions in this area.

### Understanding TVET and ESD

On 25–27 February 2004, ten months prior to the launch of the Decade, a strategy formulation meeting on TVET for sustainable development was held at the UNESCO-UNEVOC premises. The eleven participants were selected for their expertise in TVET and/or education for sustainable development. The meeting resulted in a firmer understanding of the relationship between TVET and Education for Sustainable Development (ESD) and of the potential of this new

field. The results of the deliberations provided useful guidance to UNESCO-UNEVOC as it re-focused its programme activities and prepared its contribution to the DESD.

### International Experts Meeting



The International Experts Meeting *Learning for Work, Citizenship and Sustainability* held in October 2004, in Bonn (see section 1), provided an excellent opportunity to consider how TVET can be reoriented in line with the tenets of sustainable development. A background paper was commissioned ahead of the meeting, and a short form of the paper was published in the *UNEVOC Forum* series. Additionally, one edition of the *UNESCO-UNEVOC Bulletin*, the Centre's quarterly newsletter, was entirely dedicated to TVET for Sustainable Development.

At the close of the UNESCO International Experts Meeting in October 2004, the challenge was put to participants and to UNESCO regional offices to hold further events to promote the contribution TVET can make to economic, social and environmental sustainability. The first event was held immediately following the international experts meeting. Representatives of UNEVOC Centres who attended stayed an extra day for initial discussions about possible individual and joint contributions towards the DESD.

In 2005, two regional meetings were held to follow up the International Experts Meeting in Bonn.

### TVET and Sustainable Development in Asia and the Pacific

The international conference *Integrating Sustainable Development into TVET: Poverty Alleviation and Skills for Employability, Citizenship and Conservation in Asia and the Pacific* was held in Bangkok, Thailand on 10–13 August 2005. The conference was organised by UNESCO-UNEVOC in partnership with the Office of the Vocational Education Commission (a Thai UNEVOC Centre) and the Colombo Plan Staff

College for Technical Education (Manila). It concentrated on the exchange of knowledge, experiences and best practices in integrating sustainable development issues into TVET. Its focus was on the Asia Pacific region. It involved 63 policy makers, educators, researchers, and experts in TVET from 22 countries to learn from each other and develop strategies and guidelines for TVET. The discussions and presentations focussed on how to integrate skills development for poverty alleviation and economic vitality while conserving resources and promoting social and economic equality.

### TVET and Sustainable Development in the Arab States

*TVET and Sustainable Development*, a workshop focussed on the Arab States region, was held in Manama, Bahrain from 18-21 September 2005. The workshop was jointly organised by UNESCO Regional Office Beirut and UNESCO-UNEVOC with cooperation from UNESCO Office in Doha. Twenty-one national TVET experts from 12 Arab countries participated. While participants agreed that discussion on different approaches to TVET for sustainable development was interesting, their strongest priority lay in sharing practical teaching and learning resources on sustainable development, suitable for use in TVET programmes. This, however, is difficult, since there do not seem to be many resources currently available in Arabic. The creation of an Arabic language resource base was called for as an outcome of the seminar, and UNESCO-UNEVOC has agreed to explore this proposal.



Participants at the workshop in Manama, Bahrain, 18-21 September 2005  
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## 6. PUBLICATIONS AND INFORMATION PROGRAMME

UNESCO-UNEVOC facilitates the exchange of information, knowledge and experience between UNESCO Member States by producing quality publications that can be shared and used by the whole TVET community.

Globally, UNESCO is concerned with contributing to the international debate on key aspects of education. Experience shows that educational ideas and reforms have broad global currency, and that approaches that work in one country or setting may also work elsewhere, if modified appropriately. Through access to information, countries can learn from each other. UNESCO-UNEVOC produces a range of publications to advance current debates on the future

of education and training and to strengthen and upgrade education for the world of work. The focus is on best and innovative practices concerning TVET for the changing world of work. The publications range from books and case studies to proceedings of conferences, seminars and workshops. All titles are generally published in English and sometimes also in French, Arabic and Spanish. Other languages are used in specific circumstances.

Given the rapid expansion of technology, even in the developing world, efficient forms of communication and distribution are employed. Many publications are free of charge and can be accessed and downloaded at [www.unevoc.unesco.org](http://www.unevoc.unesco.org).

### 6.1 Publications

#### UNEVOC Bulletin and Forum



The *UNESCO-UNEVOC Bulletin* is the newsletter of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. It is used to communicate with individual experts and institutions in the field of TVET. The *UNESCO-UNEVOC Bulletin* also serves as a platform for other agencies engaged in TVET to report on their activities. Published alongside the *Bulletin* is a supplement called *UNEVOC Forum*. Researchers, policy makers and practitioners from around the world are invited to contribute their views in the form of a long article on a key issue, concern or prospect regarding TVET. The *Forum* is distributed with the *Bulletin*, but is also available separately and on the web.

In 2004-2005, the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training produced four issues of the *Bulletin* and six editions of the *UNEVOC*

*Forum*. Both are currently published in English, French, Spanish and Arabic and are available in print as well as in digital format. In 2004-2005, they were distributed to around 3000 individual/ institutional recipients. Approximately 3750 copies were distributed in English, 1600 copies in French, 530 in Spanish and 500 in Arabic.

#### UNESCO-UNEVOC International Library on TVET

Throughout 2004-2005, UNESCO-UNEVOC continued working on the International Library of TVET, a comprehensive publications project comprising a number of strands. Publications prepared as part of the Library complement each other. The purpose of the International Library on TVET is to meet needs of TVET researchers, policy makers and practitioners who would like to have access to cutting-edge publications on various aspects of TVET (systems, policies, reforms, curricula, best practices, innovations, key concepts and trends) and to be better equipped and to be able to learn from other countries experience when reforming and developing their own TVET systems.

#### International Handbook on TVET

The International Handbook on TVET is conceived as a universally accepted resource for the field of TVET. For each of a number of specific content areas (TVET policies, structure and management, education and training of TVET teachers and trainers, TVET in the informal economies, etc.) international experts outline contemporary challenges, explore the theoretical basis, describe current professional practice and contribute towards sustainable solutions. Substantial work was undertaken during 2004-2005 on

this large-scale project (involving 160 chapters) and it will be submitted to the publishers, Springer Academic Publishing, Dordrecht, in 2006. It will be released in three volumes.

#### UNESCO-UNEVOC Book Series



This series of books, published by Springer, provides the opportunity for more detailed examination of current developments in TVET. Two books were published in 2005. *Meeting Basic Learning Needs in the Informal Sector: Integrating Education and Training for Decent Work, Empowerment and Citizenship* by Madhu Singh is an anthology about basic learning needs and skill needs for people working and living in the informal economy. It presents case studies from different countries, examining educational and training strategies for meeting these learning needs. *Vocationalisation of Secondary Education Revisited* by John Lauglo and Rupert Maclean is a new contribution to the debate on secondary education and its relationship to preparing young people for the world of work. The book provides concrete examples of the vocationalisation of secondary education, with particular reference to the situation in Africa. Seven further books are in development for publishing in 2006-2007.

#### UNESCO-UNEVOC Discussion Papers



This series allows for the dissemination of research and ideas on relevant issues of TVET. In 2004-2005, a discussion paper was prepared on the topic of *Orienting TVET for Sustainable Development*. Further Discussion Papers, on *Education For All* (EFA) and other topics, are planned for 2006-2007. The papers are freely available to UNEVOC Centres.

#### Annotated Bibliographies

The Annotated Bibliographies on TVET are a series of literature reviews on key issues in TVET directed at researchers, policy-makers and practitioners working in TVET. The following titles were published in English in 2005: *TVET for Sustainable Development*; *Women and TVET*; *Youth Unemployment – Meeting the Needs of Youth*; *Exploitative Work – Child Labour*; and *Occupational Health and Safety*. They are freely available to UNEVOC Centres.



There are plans for expansion of the UNESCO-UNEVOC International Library of TVET during 2006-2007. Currently under development are: the Handbook of TVET Research; an International Journal on Technical and Vocational Education and Training and Research; and a series of national profiles of TVET in selected countries.

#### Papers, Reports and Other Publications

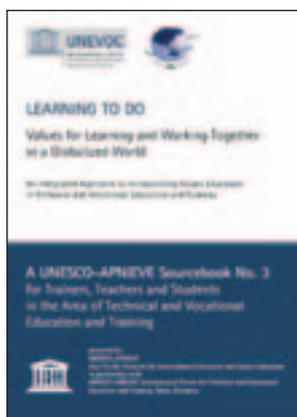
##### Resource Papers on TVET issues in Southeast Europe

In November 2004, UNESCO-UNEVOC, together with partner agencies, organised a meeting on *Skills Development for Employability and Citizenship* targeted at UNESCO Member States in South East Europe. As a follow-up, a number of particularly relevant topics that came out of the meeting are being explored in a series of resource papers. The titles and countries in focus are: Re-orienting towards the future: occupations in demand/youth employment (one paper from Bulgaria and another from Croatia); social inclusion, equity and meeting diverse needs (in Montenegro), social partnerships and TVET (one paper from Lithuania and one from the FYR Macedonia) and quality assurance (one paper from Romania and one from Slovenia). The development of these papers was undertaken in late 2005, with finalisation and publication due in mid-2006.

##### Sourcebook for TVET trainers, teachers and students

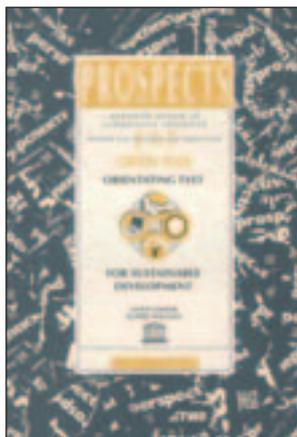
This Sourcebook, published jointly by UNESCO-UNEVOC and the Asia-Pacific Network for International Education and Values Education (UNESCO-APNIEVE) and edited by Lourdes R. Quisumbing and Joy de Leo, provides an integrated approach to incorporating values education into TVET. Titled *Learning To Do: Values for Learning and Working Together in a Globalised World*, the Sourcebook focuses on eight core values necessary for the integrated development

of the whole person. It follows the steps of a holistic teaching/learning cycle and contains lesson plans that can be adapted by TVET educators to be integrated into their own training packages, lessons and resource materials. The Sourcebook aims to prepare workers and citizens with the knowledge, values, attitudes, behaviours and skills they need to be able to participate fully in their economy and work effectively and responsibly in a globalised world.



#### Special edition of IBE Journal: *Prospects*

The theme "TVET for Sustainable Development" was examined in a special edition of *Prospects*, the quarterly review of comparative education published by the UNESCO International Bureau of Education (IBE). The 135th Volume, No. 3, of *Prospects* was guest-edited by Rupert Maclean, Director of UNESCO-UNEVOC. It contains eleven contributions on orienting TVET for Sustainable Development. It was published in September 2005.



#### Guide to Donor Agencies in TVET

The publication *Agencies for International Cooperation in Technical and Vocational Education and Training: A Guide to Sources of Information* is perhaps the most frequently requested title of the current publications. It was developed by UNESCO-UNEVOC in 2004 and provides an overview of sources of development assistance by the 22 Member States of the Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD). It focuses particularly on TVET.



#### Poster Series

A series of posters on various aspects of TVET was produced in 2004. The posters were distributed to Member States and used as visual promotion for TVET and UNESCO-UNEVOC at international events.

#### Meeting Reports

UNESCO-UNEVOC publishes the final reports of all meetings it organises. Details can be found on the website. It is usual practice for copies of the report to be sent to all meeting participants and to specifically interested parties, but copies are also freely available to all who ask. In the majority of cases, copies of the meeting reports can be downloaded from [www.unevoc.unesco.org](http://www.unevoc.unesco.org)

## 6.2 Information Services

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training facilitates the exchange of experience, innovations and best practices among policy-makers, researchers and practitioners in TVET. Through its clearing-house function, it collects and disseminates relevant documentation on TVET. The clearing house is designed to be a resource base for ministries, policy-makers, educational institutes, international agencies, consultants and others seeking information on TVET. The information and documentation service fulfils the following functions:

- >> Enquiry and reference services: responding to requests for information;
- >> Research services: searching, retrieving and editing information using the materials available at

UNESCO-UNEVOC and other resources (including the Internet) and providing responses in the requested format;

#### >> Distribution of UNESCO-UNEVOC publications.

In 2004–2005, the information and documentation service received roughly 550 information requests on diverse TVET issues. Most requests for information were received by e-mail, others by mail, fax and telephone. Around 20,000 UNEVOC publications were disseminated in 2004–2005, not only as answers to information requests but also at international meetings and conferences, as well as at other events. In 2004–2005, the Documentation Centre added around 2,200 new titles to its collection. A substantial donation of around 1,300 titles by the International Labour Organization (ILO) Office in Germany strengthened the

collection in regard to labour, training and employment issues. By the end of the biennium, the Centre held around 5,500 books, documents and non-print media on TVET and other areas in education, as well as on additional work related issues. The Documentation Centre also maintains a small collection of periodicals devoted to TVET or reflecting education developments and trends in general. It holds around 80 current titles of journals, newsletters and maga-

zines from all over the world. The main languages are English, French and German, but some periodicals are available in other languages.

In 2004–2005, UNESCO-UNEVOC began to develop an electronic catalogue of its library collection with the goal to make its catalogue available online and accessible to TVET experts around the world.

### 6.3 UNESCO-UNEVOC on the Web

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

UNESCO-UNEVOC has been online since 1996. Since the utilisation of the Internet has rapidly increased since that time, the World Wide Web is now one of the main means for the dissemination of announcements, materials, products and references throughout the UNEVOC Network and the wider community of TVET experts worldwide. In September 2004, the Centre relaunched its website. Both content and design were updated to provide users with more attractive and effective access to information on UNESCO-UNEVOC and its work.

The website provides information and resources on:

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

- >> Forthcoming and past events;
- >> The UNESCO-UNEVOC e-Forum; and
- >> Conventions and Recommendations.

The website also provides a range of links to its partners and to related resources on the World Wide Web. Since March 2005, the international consulting company GloCorp has been advising, on a pro-bono basis, on further development of the website, which is planned to relaunch with yet more user-friendly pages in 2006.



## 7. INSIDE UNESCO-UNEVOC

### Staffing

#### Staff of UNESCO-UNEVOC during 2004-2005

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Rupert Maclean, Director

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Pascaline Anapak, Assistant Administrative Officer

---

Sabine Ayeh (till July 2004)

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Josiane Blanc-Mannheim, Assistant to the Director

---

Max Ehlers, Head of IT

---

Maxine Henry, Office Assistant

---

Edward Hickman, Head of Administrative Office (from October 2004)

---

Astrid Hollander, Associate Expert

---

Albert Koopman Head of UNEVOC Networks (till July 2004)

---

Hans Kröner Senior Programme Specialist (till February 2005)

---

Natalia Matveeva, Publications Assistant

---

Getrud auf der Mauer (till May 2005)

---

Marion Mitschke (till December 2005)

---

Efison Munjanganja, Head of UNEVOC Networks (from March 2005)

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Maja Zarini, Head of Information and Publications

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The Director sincerely thanks everyone who left during 2004-2005 for their valuable contribution to UNESCO-UNEVOC's work.

From time to time, UNEVOC involves experts from various fields to contribute to the work. During 2004-2005 these included:

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Prof. John Fien, Australia, Senior Research Associate, Policy and Programmes, Sustainable Development

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Dr Keith Holmes, United Kingdom, Consultant, TVET Policy and Programmes

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Prof. David Johnson, United Kingdom, Senior Research Associate, Policy and Programmes, Education and Development

---

Oliver Seyffert, Germany, Consultant, Database Specialist/Web Programmer

---

Prof. Tapio Varis, Finland, Principal Research Associate, Policy and Programmes, ICTs and TVET

---

Karina Veal, Australia/UK, Consultant, TVET Policy and Programmes

---

Prof. David Wilson, Canada, Senior Research Associate, UNEVOC International Library of TVET

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Naing Yee Mar, Myanmar/Netherlands, Consultant, Policy and Programmes, ICTs and TVET

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#### Apprentices

Since 2003, UNESCO-UNEVOC has had two apprentices in the context of the German Dual System. Both apprenticeships ended during this biennium. Pascaline Anapak and Asif Iqbal were certified as "Kaufmann/Kauffrau für Bürokommunikation". Pascaline Anapak stayed on at UNESCO-UNEVOC and is now Assistant to the Administrative Officer.

#### Interns

During 2004-2005, sixteen university students or recent graduates participated in the UNESCO-UNEVOC internship programme, gaining valuable professional experience while also contributing to the work programme: Alejandra Dominguez, Mexico; Yael Eichner, Germany; Karen Dawn Hunter, Canada; Sharon Kirabo-Steffens, Uganda/Germany; Ian Ponce, Canada; Jordan Wolfe, Canada; Sissy Müller, Germany; Kristina Dautzenberg, Germany; Edith Enowbi, Cameroon; Lolo Gardesie, Germany/Afghanistan; Lydia Göken-Borosch, Germany; Caroline Günther, Germany; Paula Gil Lopez, Spain; Annika Mühlhling, Germany; Behnaz Tehrani-Ami, Canada/Iran; Andrea Wilhelm, Germany.

## Financial Report

In the biennium 2004 to 2005, UNESCO-UNEVOC had the following budget at its disposal:

	2004	2005
	US\$	US\$
Programme funds (Regular UNESCO budget)	125,000	125,000
Programme funds (Funds-in-Trust from Germany)	693,200	670,800
Operating funds (Germany)	251,700	271,400
<b>Total</b>	<b>1,069,900</b>	<b>1,067,200</b>

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

- >> Three professional staff provided by UNESCO (D-1, P-5, P-4);
- >> One Associate Expert sponsored by German Federal Government
- >> Various contributions in kind, e.g. the production of the DVDs on "Learning and Working" by GTZ, strategic consulting on the UNESCO-UNEVOC website by GloCorp NV, and co-organisation of the UNESCO International Experts Meeting "Learning for Work, Citizenship and Employability" by the German Federal Institute for Vocational Education and Training (BiBB)

- >> Rent-free premises in Bonn;
- >> Ongoing costs of relocation of staff from Berlin to Bonn, sponsored by the German Federal Government;
- >> German language classes for staff, sponsored by the German Federal Government.

SAP AG and UNESCO-UNEVOC cooperate on a project in the area of knowledge-management and e-learning with a focus on Southern Africa (see Section 3.1). SAP offered free use of its knowledge management software Knowledge Warehouse and provided training in the use of the software to eleven TVET experts from various countries in the Southern African Development Community (SADC). The training took place at the SAP premises in Johannesburg, South Africa.

## Evaluation of UNESCO-UNEVOC

As part of the move towards Results Based Management (RBM), UNESCO Headquarters commissioned an evaluation of all its education institutes and centres. A team of three international evaluation and TVET experts from Europe, Asia and Africa conducted a review of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in April/May 2005.

The evaluation found that "TVET activities initiated by the UNESCO-UNEVOC International Centre support UNESCO's Education for All (EFA) and Education for Sustainable Development (ESD) Strategic Objectives, ... [and] are aligned with UNESCO's strategy and goals as enunciated in the 30 C/5, 31 C/5 and 32 C/5 documents." (Executive summary of the Evaluation Report)

As major achievements of the Centre, the report acknowledges:

- >> the UNEVOC Network,
- >> the e-forum,
- >> the promotion of UNESCO's TVE recommendations and EFA goals,
- >> the contributions to the Decade of Education for Sustainable Development,
- >> the promotion of innovations and best practices in TVET for the world of work,
- >> interagency collaboration, and
- >> a strong publications programme.

The report also highlights some challenges, for example that follow-up and outcome monitoring of UNESCO-UNEVOC activities needs to be improved, that UNESCO-UNEVOC budget and human resources are limited and that there is relatively limited coordination between the different entities in UNESCO that work on TVET. The evaluation team proposed ten key recommendations, which range from

upgrading UNESCO-UNEVOC to a full-fledged UNESCO Institute to diversifying sources of funding.

In response to the evaluation report, UNESCO-UNEVOC streamlined its programme to move further towards an RBM approach and is actively seeking to diversify its funding sources.

## Lecture Series

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From time to time, guest speakers or visitors to the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training offer the opportunity of a seminar discussion on issues related to education and training.

Guests from partner agencies within Bonn are also invited to attend.

The following topics were addressed in 2004-2005:

Date	Presenter	Topic
March 2004	Nestor Balmores	The Oil-for-Food Programme: Some Challenges in Education for Iraq in a Post-Conflict Situation
May 2004	Karina Veal	TVET in countries in post-conflict situations
June 2004	Esther Subhashini	Educating and empowering traumatised adolescent girls in India
July 2004	Colin Power	New approaches to quality in education
June 2005	Dr Man-Gon Park	Development of human resources in Asia and the Pacific

## Appendix 1: Key Activities Held

### 2004

25-27 February	Bonn, Germany	Understanding TVET for Sustainable Development
30 August-1 September	Brasilia, Brazil	Regional Meeting of Latin American UNEVOC Centres to strengthen the UNEVOC Network
25-28 October	Bonn, Germany	UNESCO International Experts Meeting on Learning for Work, Citizenship and Sustainability,
29 October	Bonn, Germany	UNEVOC Network Meeting on TVET for Sustainable Development
8-10 November	Hangzhou, China	UNESCO International Meeting on Innovation and Excellence in TVET Teacher/Trainer Education
21-24 November	Vienna, Austria	Experts Meeting on Skills Development for Employability and Citizenship: The South East European Experience within a Global Context

### 2005

4-6 May	Kampala, Uganda	UNESCO Sub-regional Workshop on <i>Entrepreneurship Training in Technical Vocational Education and Training</i>
6-7 July	Ulaanbaatar, Mongolia	National Seminar on <i>Policy and Strategy Development of VET through Enhancing Stakeholders' Participation in Mongolia</i>
1-3 August	Amman, Jordan	Regional Experts Meeting on <i>TVET Reform in the Arab States</i>
8-9 August	Bangkok, Thailand	UNEVOC Network Seminar <i>Sub-regional Induction/Refresher Course and Mapping the UNEVOC Network</i>
10-13 August	Bangkok, Thailand	International Conference on <i>Integrating Sustainable Development Issues into TVET: Poverty Alleviation and Skills for Employability, Citizenship and Conservation</i>
22-25 August	Nairobi, Kenya	<i>Sub-regional Seminar for TVET Policy-makers and UNEVOC Centre Coordinators</i>
8-10 September	Bonn, Germany	Meeting on <i>Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market</i>
19-21 September	Manama, Bahrain	Regional Workshop on the <i>Role of Education and Training in Sustainable Development</i>
21-23 November	Kabul, Afghanistan	Seminar on <i>International Approaches to TVET Development</i>
27 Nov-2 December	Dili, Timor-Leste	Fact finding and advisory mission on TVET for Timor-Leste
28 November-1 December	Dakar, Senegal	Sub-regional seminar for UNEVOC professional cadre and TVET policy-makers
6-9 December	Lilongwe, Malawi	Sub-Regional Seminar on <i>Enhancing UNEVOC Centre Effectiveness</i>
12-16 December	Johannesburg, South Africa	SADC Knowledge Management Seminar

## Appendix 2: Partnerships with Other Agencies

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

The Centre is located in Bonn, Germany, and Bonn is also host to eleven other UN Agencies in addition to UNESCO-

UNEVOC, and UNESCO-UNEVOC had numerous contacts with these other UN Agencies in Bonn not only to discuss issues of common interest such as a planned move of all UN agencies in Bonn to new premises, but also to carry out programme activities. Representatives of UN Agencies located in Bonn such as the World Health Organization (WHO) or the United Nations University (UNU) participated in several UNESCO-UNEVOC activities.

UNESCO-UNEVOC has an especially close working relationship with other parts of UNESCO – including Paris Headquarters, Field Offices worldwide and with other Institutes and Centres. It also has a special relationship to two UNEVOC Centres of Excellence: the Korean Research Institute for Vocational Education and Training (KRIVET) – whose President Dr Kim chaired the International Experts Meeting in Bonn, October 2004 – and the Australian National Centre for Vocational Educational Research (NCVER).

In addition, it has active relationships with a number of other organisations, including those listed below.

### **Colombo Plan Staff College for Technical Education (CPSC)**

Colombo Plan Staff College for Technical Education (CPSC) is a unique Intergovernmental International Organisation for Human Resources Development in Asia and the Pacific Region. As a specialized agency of the Colombo Plan Systems, CPSC is mandated to enhance the quality of technical education and vocational training in its member countries. Representatives from CPSC participated in the International Conference on "Integrating Sustainable Development Issues into TVET: Poverty Alleviation and Skills for Employability, Citizenship and Conservation", Bangkok, Thailand, 10–13 August 2005. Dr Man-Gon Park, Director-General of CPSC attended the meeting on "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market", held in Bonn, Germany, 8–10 September 2005. A number of collaborative ventures are planned for 2006–2007.

### **European Training Foundation (ETF)**

ETF provided its expertise at the Inter-agency Panel of TVET experts during the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", 25–28 October 2004. The ETF was a partner in the organisation of the international meeting "EFA and Skills Development for Employability and Citizenship: The South East European Experience within a Global Context" Vienna, 22–24 November 2004. Experts of ETF participating in the meeting presented a broad range of issues facing the countries of South East Europe in the area of skills development and focused on skills needed in transition economies.

### **International Labour Organisation (ILO)**

Several ILO experts participated in the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", 25–28 October 2004. Ms Jane Stewart, Director of Skills Employability at ILO, chaired the Inter-agency Panel that took place during the Meeting. The ILO

was a partner in the international meeting "EFA and Skills Development for Employability and Citizenship", Vienna, 22–24 November 2004, and an ILO representative attended the meeting on "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market", held in Bonn, Germany, 8–10 September 2005.

### **ILO Inter-American Research and Documentation Centre on Vocational Training (CINTERFOR)**

The ILO Inter-American Research and Documentation Centre on Vocational Training (CINTERFOR) was an organising partner of the UNEVOC Network Meeting of Latin American countries that took place in Brasilia, 30 August–1 September 2004. An expert from CINTERFOR participated in the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", 25–28 October 2004.

### **Working Group for International Co-operation in Skills Development**

The Working Group for International Co-operation in Skills Development is an informal but important assembly of TVET experts working in various parts of the UN and in other international organisations. UNESCO-UNEVOC experts participated in the 2004 Working Group meeting hosted by the ILO Training Centre and the European Training Foundation, Turin, and also in the 2005 meeting hosted by UNESCO's International Institute on Educational Planning, Paris.

### **Other agencies**

In addition to the key partner agencies listed above, the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training maintained contact with a large number of organisations in related fields. Relationships with the following organisations were maintained through the participation of representatives at key UNESCO-UNEVOC meetings.

**European Association of Institutions in Higher Education (EURASHE).** A representative of EURASHE attended the meeting on "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market", held in Bonn, Germany, 8–10 September 2005.

**European Centre for the Development of Vocational Training (CEDEFOP).** A representative of CEDEFOP participated in the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", 25–28 October 2004.

**European Commission.** Experts of the European Commission participated in the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", 25-28 October 2004, and Experts Meeting on "Skills Development for Employability and Citizenship: The South East European Experience within a Global Context", Vienna, Austria: 22-24 November, 2004.

**International Association for Counselling (IAC).** An expert of IAC participated in the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", 25-28 October 2004, as well as in the UNEVOC Centres Network Meeting on 29 October 2004.

**International Association for Educational and Vocational Guidance (IAEVG).** An expert of IAEVG participated in the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", 25-28 October 2004, as well as in the UNEVOC Centres Network Meeting on 29 October 2004.

**Southeast Asian Ministers of Education Organisation (SEAMEO).** An expert from the Regional Centre for Vocational and Technical Education and Training of Southeast Asian Ministers of Education Organisation (SEAMEO-VOCTECH) represented his organisation at the International Conference on "Integrating Sustainable Development Issues into TVET: Poverty Alleviation and Skills for Employability, Citizenship and Conservation", Bangkok, Thailand, 10-13 August 2005.

**Stability Pact for South Eastern Europe.** An expert from the organisation participated in and gave an opening address at the Experts Meeting on "Skills Development for Employability and Citizenship: The South East European Experience within a Global Context", Vienna, Austria, in November 2004.

**United Nations Environment Programme (UNEP).** A representative from UNEP participated in the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", 25-28 October 2004. She was a panellist at the Inter-agency Panel that took place as part of the Meeting.

**United Nations Industrial Development Organisation (UNIDO).** UNIDO advised in the development of, and was involved in, the Experts Meeting on "Skills Development for Employability and Citizenship: The South East European Experience within a Global Context", Vienna, Austria: 22-24 November 2004.

**United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA).** Two representatives from the United Nations Relief and Works Agency for Palestine Refugees in the Near East came to Bonn, Germany, to participate in the meeting on "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market", 8-10 September, 2005.

**United Nations University Institute for Environment and Human Security (UNU-EHS).** An expert from UNU-EHS attended the UNESCO International Experts Meeting on "Learning for Work, Citizenship and Sustainability", Bonn, Germany, 25-28 October 2004. He was a panellist at the Inter-agency Panel that took place as part of the Meeting. A representative also participated in the meeting on "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market", held in Bonn, Germany, 8-10 September 2005.

**World Bank.** A representative of the World Bank participated in the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", 25-28 October 2004. He served as a panellist at the Interagency Panel that took place in the context of the Meeting.

**World Health Organisation (WHO).** A representative of WHO participated in the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", 25-28 October 2004, and was a panellist at the Inter-agency Panel that took place as part of the Meeting.

**Youth Employment Summit Campaign.** A representative from the YES Campaign participated in the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", 25-28 October 2004. He delivered a speech on "Skills for Work in the Future: A Youth Perspective".

## Appendix 3: Publications, Periodicals and Reports

### Annotated Bibliographies

#### Annotated Bibliography 1

*Technical and Vocational Education and Training (TVET) for Sustainable Development*

An Annotated Bibliography of Research and Related Literature (1998-2004)

English, 50 pages

#### Annotated Bibliography 2

*Women and Technical and Vocational Education and Training (TVET)*

An Annotated Bibliography of Research and Related Literature (1998-2003)

English, 42 pages

**Annotated Bibliography 3***Youth Unemployment – Meeting the Needs of Youth*

An Annotated Bibliography of Research and Related Literature (1998-2003)

English, 39 pages

**Annotated Bibliography 4***Exploitative Work – Child Labour*

An Annotated Bibliography of Research and Related Literature (1998-2003)

English, 64 pages

**Annotated Bibliography 5***Occupational Health and Safety*

An Annotated Bibliography of Research and Related Literature (1998-2003)

English, 57 pages

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

**Vol I***Vocationalisation of Secondary Education Revisited*

Edited by Jon Lauglo and Rupert Maclean

English, 376 pages

**Vol II***Meeting Basic Learning Needs in the Informal Sector Integrating Education and Training for Decent Work, Empowerment and Citizenship*

Edited by Madhu Singh

English, 250 pages

**Discussion Paper Series***Orienting Technical and Vocational Education and Training for Sustainable Development*

English, 37 pages

**UNESCO-UNEVOC Bulletin**

**No. 8** – April 2004 plus UNEVOC Forum No. 3 (English, French, Spanish, Arabic)

**No. 9** – September 2004 plus UNEVOC Forum No. 4 & 5 (English, French, Arabic)

**No. 10** – April 2005 plus Forum No. 6 (English, French, Spanish, Arabic)

**No. 11** – December 2005 plus UNEVOC Forum No. 7 & 8 (English, French, Spanish, Arabic)

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**Books, Reports and Other Documents***Learning To Do: Values for Learning and Working Together in a Globalized World.*

UNESCO-APNIEVE Sourcebook No. 3 for Trainers, Teachers and Students in the Area of Technical and Vocational Education and Training

English, 196 pages

*Highlights: UNESCO-UNEVOC International Centre in 2004*

English, 39 pages

*Final Report of the International Experts Meeting Learning for Work, Citizenship and Sustainability, Bonn, Germany, 25-28 October 2004*

English 166 pages, French 156 pages

*Bonn Declaration*

Outcome of the International Experts Meeting Learning for Work, Citizenship and Sustainability in Bonn, Germany, 25-28 October 2004

English 2 pages, French 2 pages

*United Nations Decade of Education for Sustainable Development: Suggestions to UNESCO for Action Planning in TVET for Sustainable Development*

Outcome of the International Experts Meeting Learning for Work, Citizenship and Sustainability, in Bonn Germany, 25-28 October 2004.

English 8 pages, French 8 pages

*Report on the UNEVOC Centres Network Meeting*

Compte rendu de la réunion du réseau des centres UNEVOC

English/French, 37 pages

*Report of the UNESCO International Meeting on Innovation and Excellence in TVET Teacher/Trainer Education, Hangzhou, China, 8-10 November 2004*

English, 33 pages

*Final Report of the Experts Meeting on Skills Development for Employability and Citizenship: The South East European Experience within a Global Context, Vienna, Austria, 21-24 November 2004*

English, 37 pages

*Report of the International Conference on "Integrating Sustainable Development Issues into TVET: Poverty Alleviation and Skills for Employability, Citizenship and Conservation", Bangkok, Thailand, 10-13 August 2005*

Booklet and CD-ROM

English, booklet 16 pages

## Appendix 4: Relationships with Member States

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training worked directly with over 100 of the 191 Member States during the 2004–2005 biennium. Typically, the involvements include:

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

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

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

For a detailed list of UNESCO-UNEVOC relations with each UNESCO Member State during the 2004–2005 biennium, please check the UNESCO-UNEVOC website at <http://www.unevoc.unesco.org>

## Appendix 5: Relationships within the Host Country

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

The following list of relationships within the host country is a selection rather than comprehensive.

### Federal Ministry of Education and Research (BMBF)

The Federal Ministry of Education and Research (BMBF) continued to provide material as well as in kind support to the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. BMBF co-organised the UNESCO International Experts Meeting on "Learning for Work, Citizenship and Sustainability", Bonn, Germany, 25–28 October 2004. Edelgard Bulmahn, Federal Minister of Education and Research, attended this meeting and gave an opening address on "TVET for Sustainable Development". Michael Schlicht, Dieta Lohmann and Dietrich Nelle from BMBF also participated in the UNESCO International Experts Meeting. Michael Schlicht was elected the Vice-President of the Meeting.

### German Federal Ministry of Foreign Affairs (Auswärtiges Amt)

The German Federal Ministry of Foreign Affairs continued to be a major partner for all international agencies in Bonn with respect to the host country agreement and to status matters.

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

BMZ continued to be the most important sponsor of programme activities carried out by UNESCO-UNEVOC. Following five previous Funds-in-Trust agreements between UNESCO and BMZ to guide the funding arrangements, the sixth and seventh agreements were prepared and signed in 2004 and 2005 respectively.

### German Federal Institute for Vocational Training (BiBB)

In addition to being a major TVET research and planning organisation in Germany BiBB is also a UNEVOC Centre and thus part of network activities. It closely collaborated with UNESCO-UNEVOC at a number of activities. Michael Härtel participated in the Brainstorming Meeting on TVET for Sustainable Development in Bonn, Germany, 25–27 February 2004. Michael Härtel represented his institution at the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability" Bonn, Germany, 25–28 October 2004 and gave a presentation on "Policy making strategies and project experiences in the area of TVET in Germany". Ute Hippach-Schneider also participated in the UNESCO International Experts Meeting, 25–28 October 2004, as well as in the subsequent UNEVOC Network Meeting, 29 October 2004. BiBB hosted the Inter-agency Panel Discussion, a semi-public event organised for participants and other invited guests at the UNESCO International Experts Meeting, Bonn, Germany, 25–28 October 2004. 2 representatives attended the international meeting "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market and the Workplace", Bonn, Germany, 8–10 September 2005. In July/August

2005, UNESCO-UNEVOC organised a Mobile Training Team for Central Asian countries to visit Germany. During their stay, they also attended a seminar organised by BiBB.

#### **German Commission for UNESCO (DUK)**

The DUK was involved in many events and meetings with UNESCO-UNEVOC. Hans-Wolf Rissom and Barbara Malina participated in the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", 25-28 October 2004. They were also active members of the planning committee. Roland Bernecker, Secretary-General of the DUK, attended the opening ceremony of this meeting. In 2005, he paid a courtesy visit to UNESCO-UNEVOC. Barbara Malina participated in the international seminar "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market and the Work-Place", Bonn, Germany, 8-10 September 2005. Experts from the German Commission for UNESCO visited the Centre several times for consultations on various issues.

#### **German Agency for Technical Cooperation (GTZ)**

GTZ produced the DVDs for the "Motivation Campaign Package". Klaus Letsch represented GTZ at the Regional Experts Meeting on TVET Joint Projects in the Arab States, Amman, Jordan, 1-3 August 2005. GTZ experts were also active members at a number of UNESCO-UNEVOC events in Africa, the Arab States region and in Asia.

#### **Confederation of German Employers' Associations (BDA)**

An expert from BDA participated in the international seminar "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market and the Work-Place", Bonn, Germany, 8-10 September 2005.

#### **Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (KMK)**

An expert from KMK attended the international seminar "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market and the Work-Place", Bonn, Germany, 8-10 September 2005.

#### **Association of German Chambers of Industry and Commerce (DIHK)**

An expert from DIHK participated in the international seminar "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market and the Work-Place", Bonn, Germany, 8-10 September 2005.

#### **City of Bonn**

The City of Bonn interacted with the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training on the occasion of many official events. Peter Finger, Mayor, on behalf of the City of Bonn, gave a welcome address at the UNESCO International Experts Meeting on "Learning for Work, Citizenship and Sustain-

ability", Bonn, Germany, from 25 to 28 October 2004. Since 2000, UNESCO-UNEVOC has actively participated in the celebrations of the United Nations Day in Bonn in cooperation with the City of Bonn.

#### **Capacity Building International (InWEnt)**

InWEnt organised visits of delegations of TVET Directors from Saudi Arabia to UNESCO-UNEVOC in August 2004 and August 2005 where experts from UNESCO-UNEVOC briefed the delegations on the Centre's main activities with particular reference to supporting TVET in the Arab States. In July/August 2005, UNESCO-UNEVOC organised a Mobile Training Team for Central Asian countries and the delegates participated in an InWEnt training seminar on social partnerships in TVET with special focus on assessment and certification.

#### **Universities**

Experts from a number of universities in Germany were involved in some of the activities organised by the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training:

- >> Institute of Technology and Education, University of Bremen (ITB)
- >> Otto-von-Guericke-University, Magdeburg
- >> University of Bonn
- >> Carl-von-Ossietzky University
- >> Johann Wolfgang von Goethe University of Frankfurt,
- >> University of Kassel, and
- >> University of Applied Sciences, Gelsenkirchen

The relationship with the Institute of Technology and Education, University of Bremen (ITB) is especially close. Professor Felix Rauner, Dr Joachim Dittrich, Bibhuti Roy, Pekka Kämäräinen and Dr Peter Gerds of ITB participated in the UNESCO International Meeting on Innovation and Excellence in TVET Teacher/Trainer Education, Hangzhou, China, 8-10 November, 2004. Professor Felix Rauner participated in the international seminar "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market and the Work-Place", Bonn, Germany, 8-10 September 2005. Dr Phillip Grollman and other experts from ITB continued working on a range of publications on TVET jointly prepared by ITB and UNESCO-UNEVOC. These publications will be published as part of the Centre's ongoing publications programme.

## Appendix 6: List of Visitors to UNESCO-UNEVOC

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### Australia

In July 2004, Prof. John Fien, Ecocentre, Griffith University, Australia, participated in the UNESCO-UNEVOC's planning meeting for the UNESCO International Experts Meeting on "Learning for Work, Citizenship and Sustainability". He again visited the Centre in June 2005. In April, September and December 2005, Dr Margarita Pavlova, Griffith University, Brisbane, visited UNESCO-UNEVOC. Dr Stephen Billet, Associate Professor of Adult and Vocational Education, Griffith University, Nathan, visited UNESCO-UNEVOC in June 2005.

### Belgium

Dr Michel Loots, Humanitarian Information for All, visited UNESCO-UNEVOC in February 2005.

### Botswana

Mr Stefan Erber, GTZ Team Leader, Botswana Training Authority (BOTA) and Mr Eric Odolei, GTZ Advisor, BOTA, paid a visit in June 2005.

### Canada

In July 2004, Prof. David N. Wilson, Ontario Institute for Studies in Education, Canada, participated in the planning meeting for the UNESCO International Experts Meeting on "Learning for Work, Citizenship and Sustainability".

### Chad

Dr Adoum Ngaba-waye, Coordinator, CREFELD, visited UNESCO-UNEVOC in May 2005.

### China

Dr. Liu Jinghui, Counsellor and Mr. Li Ligui, Secretary, Embassy of China to Germany in Berlin visited UNESCO-UNEVOC in March 2004. A delegation from the Wuhan University of Science and Engineering, China, visited to discuss a possibility of establishing a UNEVOC Centre at the University. Professor Zhou Nanzhao, Director, International Centre of Teacher Education, East-China Normal University, Shanghai, visited UNESCO-UNEVOC in July 2005.

### Colombi

Ms Margarita Marino de Botero, Founder and President of the Board of the Corporación Colegio Verde de Villa de Leyva, visited UNESCO-UNEVOC in June 2004.

### Germany

Mr. Andreas Kroemer, Manager, Public Relations, Adam Opel AG, visited UNESCO-UNEVOC in January 2004. Mr. Philipp Grollmann and Dr. Felix Rauner, ITB, Universität Bremen visited UNESCO-UNEVOC in February 2004. Mr. Heiko Faehnel, Head of Division, Education; Health; Population Policy and Dr. Stefan Lock, Programme Officer, Federal Ministry for Economic Cooperation and Development, visited

UNESCO-UNEVOC in March 2004. Dr.-Ing. Joachim Dittrich, Department for Work Process and Vocational Education and Dr. Felix Rauner, Institut Technik und Bildung (ITB), Universität Bremen, visited UNESCO-UNEVOC in March 2004. Dr Dieta Lohmann, Dr Stefan Stupp and Mr Dieter Lenzen, all from the Federal Ministry for Education and Research (BMBF) in Bonn, visited in May 2004. Mr Peter Platte, Coordinator of International Activities of the Humanitarian Aid Task Force, Federal Foreign Office, Berlin, visited in June 2004. Dr Philipp Grollmann and Dr Joachim Dittrich, University of Bremen, visited UNESCO-UNEVOC in July 2004. Mr Axel Leroy, Bau-Medien-Zentrum GmbH & Co. KG, visited UNESCO-UNEVOC in September 2004. Dr Klaus Matthes, Dr Dieta Lohmann, and Mr Michael Schlicht, German Federal Ministry for Education and Research (BMBF), visited in October 2004. 36 interns from GTZ (German Agency for Technical Co-operation) visited UNESCO-UNEVOC in October 2004.

In June 2005, Mr Peter Croll, Director, Bonn International Centre for Conversion, visited the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. Dr Barbara Malina, German National Commission for UNESCO, Bonn, visited UNESCO-UNEVOC in July 2005. Mr Gregor Verhufen, Specialist for Asia at the University of Bonn, visited UNESCO-UNEVOC in October 2005. Mr Friedrich Stefan and Mr Bernhard Sicking, Bundeswettbewerb Fremdsprachen, Bonn, visited in October 2005. Mr Sunil Arora, Export Manager, Power Tools-Bosch, Leinfelden-Echterdingen, visited UNESCO-UNEVOC in October 2005.

### India

Mr K.P. Murthy, Strategic Consultant, MICO-BOSCH, Bangalore, visited UNESCO-UNEVOC in March and October 2005 to discuss matters pertaining to TVET in India.

### Iraq

A delegation from the Iraqi National Commission for UNESCO visited the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in September 2004.

### Japan

Dr. Eng. Tetsuya Kimura, Associate Professor, Department of Mechanical Engineering, Nagaoka University of Technology visited UNESCO-UNEVOC in March 2004. Mr Itaru Yasui, Vice-Rector, United Nations University in Tokyo and Mr Nagano Hiroshi, Secretary General of the Japanese National Commission for UNESCO visited in April 2004. Dr Toshio Ohsako, UNESCO Consultant, University of Tokyo, visited UNESCO-UNEVOC in September 2005.

**Kazakhstan**

Ms Shaizada Tasbulatova from the Republican Institute for Management Development in Education, Almaty, a UNEVOC Centre, participated in a Mobile Training Team on social partnerships in Germany in July 2005. In this context, she also visited the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training for a briefing.

**Korea**

Ms Young Hyun Lee, Research Fellow, and Ms Dong-Im Lee, Research Fellow, Korea Research Institute for Vocational Education and Training (KRIVET), visited UNESCO-UNEVOC in September 2004.

**Kyrgyzstan**

Ms Djamila Adjikhodjaeva from the National Observatory, Bishkek, Kyrgyzstan, a UNEVOC Centre, participated in a Mobile Training Team on social partnerships in Germany in July 2005. In this context, she also visited UNESCO-UNEVOC for a briefing.

**Lithuania**

Mr Arunas Pliksnys, Director, General Education Department, Ministry of Education and Science of the Republic of Lithuania, visited UNESCO-UNEVOC in May 2004.

**Mozambique**

Mr Alastair Machin, Coordinator, Technical Education and Vocational Training Project, Mozambique, visited UNESCO-UNEVOC in July 2004.

**Netherlands**

Mr. Michel Lokhorst from Kluwer Academic Publishers (now Springer) and Dr. Jittie Brandsma, University of Twente, visited UNESCO-UNEVOC in March 2004. Ms Naing Yee Mar, Partner, GloCorp NV, Strategy/Impact Improvement, Naarden, and Mr Harmen van Paradijs, Springer Science and Business Media, Publishing Editor, Dordrecht, had meetings with the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training regarding the publications programme, in Bonn, October 2005.

**Peru**

Dr Javier Rodriguez Cuba, Consultant for Education and Employment, Universidad de Educación, Lima, visited UNESCO-UNEVOC in June 2004.

**Phillipines**

Prof Dr Man-Gon Park, DG & CEO, and Prof Myong Hee Kim, Assistant Faculty, Colombo Plan Staff College for Technician Education (CPSC), Pasig City, Manila, visited UNESCO-UNEVOC to sign a Memorandum of Understanding between the CPSC and the Centre.

**Saudi Arabia**

Delegations of TVET Directors from Saudi Arabia (accompanied by Mrs. Barth, Capacity Building International (InWent), Germany), visited UNESCO-UNEVOC in August 2004 and August 2005.

**Sri Lanka**

Mr P. M. Leelaratne, Secretary, Ministry of Environment and Natural Resources, visited UNESCO-UNEVOC in June 2005. Mr G. Kriushnamurthy, Director, Sewalanka Foundation, Boralessgamuwa, visited in July 2005.

**Tajikistan**

Ms Sofiya Eftakova from the Tajik Ministry of Labour participated in a Mobile Training Team on social partnerships in Germany in July 2005. In this context, she also visited UNESCO-UNEVOC for a briefing.

**Thailand**

A Thai delegation from private companies and universities visited the UNESCO-UNEVOC International Centre in February 2005.

**United Kingdom**

Prof. David Johnson from the University of Oxford visited the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training to prepare the September 2005 meeting on "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market and the Workplace".

**United States of America**

Mr Bremley Lyngdoh, Programme Manager, Youth Employment Summit Campaign, USA, visited in June 2004.

**Uzbekistan**

Mr. Zafar Sattorov, Uzbek Ministry of Education, Tashkent, participated in a Mobile Training Team on social partnerships in Germany in July 2005. In this context, he also visited UNESCO-UNEVOC for a briefing.

**United Nations**

Mr Lothar M. Mikulla, Information Officer, United Nations Regional Information Centre for Western Europe, Bonn, visited UNESCO-UNEVOC in November 2004.

**European Union**

Mr Stéphane Phuong, Assistant Training Adviser, EU DG EuropeAid, Brussels, visited UNESCO-UNEVOC in July 2004.

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