60 minutes meeting:

Vocational Education and Training: A Come-back to the Development Agenda?
UNESCO-UNEVOC International Centre for Education, Bonn Germany (inaugurated 2002)
Work

- Central feature of most people’s lives
- Main source of income
- Helps define self-identity
Majority of jobs involve TVET skills (80%)
Changing world of work

- Academic compared to vocational/technical
- Move from industrial age to information age
Overview

1. TVET and the development agenda

2. UNESCO-UNEVOC International Centre in action
Background

- First World Bank loan for education was for TVET (1963)
- Until 1980s, 40% of World Bank education loans in Sub-Saharan Africa were for TVET
- 1991 World Bank reversed gears. Why?
Why the return of TVET to the development agenda?
- **Major skills gaps**
Poverty alleviation and economic growth
Youth unemployment

44% of world’s unemployed are youth (ILO, 2006)
- Demands of globalization
Meeting TVET challenges
Image and status of TVET
- Access to TVET for all
Quality assurance and relevance
Importance of non-formal and informal
Training the trainers
- Lifelong learning
Effective harnessing of ICTs
Vocationalisation of secondary education
Vocational content in higher education
- Public-private partnership
UNESCO-UNEVOC in action
- Millennium Development Goals
  (TVET underpins all goals)
- Education for All
  (Goals 3 + 6)
- Education for Sustainable Development
  (promotion of DESD, 2005-2014)
Emphasis on

- Least developed and developing countries
- Countries in rapid transition
- Countries in a post-conflict situation
Vulnerable groups in societies

- Youth and young people
- Girls and women
- Lower socio-economic groups
- Those living in remote areas
- The physically and intellectually challenged
UNEVOC in action
see www.unevoc.unesco.org
UNEVOC tools:

- Networking
- Knowledge development and sharing
- Advisory services
- Inter-agency collaboration
UNEVOC Network

- Set up by UNESCO (early 1990s) by resolution of General Conference
- International framework to provide assistance to develop and improve TVET
- UNEVOC Centres established in Member States
279 UNEVOC Centres in 166 UNESCO Member States
Classification of UNEVOC Centres by region

- Africa: 83 Centres (29%)
- Asia-Pacific: 78 Centres (26%)
- Latin-America/Caribbean: 31 Centres (14%)
- Arab States: 36 Centres (11%)
- Europe/North America: 68 Centres (22%)

Please note: The total number of Centres in this graph exceeds the actual number of UNEVOC Centres due to the fact that some countries belong to more than one UNESCO region.
Classification of UNEVOC Centres by type of institution

- 77 Schools/Training Centres (28%)
- 76 National TVET Bodies (22%)
- 65 Univ. Training/Research Institutes (23%)
- 61 Ministries of Education/Dept. TVET (27%)
Knowledge development and sharing
Innovations, best practice and cutting-edge developments in TVET

Bridging research, policy and practice

Authors from developing and developed countries, UN agencies, universities, ministries of education
Publications are available online or can be ordered free of charge from:

unevoc.unesco.org/publications

publications@unevoc.unesco.org
Online services

- Website
- e-Forum
- TVETipedia