Palace of Peace
and
Reconciliation
The Purposes of the United Nations are:

...to be a centre for harmonizing the actions of nations in the attainment of ... common ends.
UNESCO-UNEVOC
PROMOTING
COOPERATION IN TVET

Max Ehlers
Central Asia Symposium on ICT in Education, Astana 2016
UNESCO-UNEVOC
International Centre for Technical and Vocational Education and Training
3 parts: UNESCO TVET Strategy 2016-2021

UNEVOC Network

UNEVOC Online Services
Transformation of TVET
Three Analytical Lenses
A new vision for People, the Planet, Prosperity, Peace & Partnership by 2030

1. No Poverty
2. Zero Hunger
3. Good Health and Well-Being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation, and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice, and Strong Institutions
17. Partnerships for the Goals
One Education Agenda
SDG-4/Education 2030
Universal and Right-based

**Overarching goal:**
Ensure equitable and inclusive quality education and lifelong learning opportunities for all by 2030

**TVET at the centre stage**
(SDGs 4/5/8 are directly related to TVET)
Launch of

UNESCO TVET Strategy 2016-2021

15 July 2016 in Bonn
to be broadcast live via unevoc.unesco.org/wysd
STRATEGIC VISION

To equip all youth and adults with the skills required for employment, decent work, entrepreneurship and Lifelong Learning; and to contribute to SDGs.

Thematic Priorities

Strategic Implementation Modalities

Focus Areas of Action
STRATEGIC VISION

Thematic Priorities
- Fostering Youth Employment and Entrepreneurship
- Promoting Equity and Gender Equality
- Facilitating Transition to Green Economies and Sustainable Societies

Strategic Implementation Modalities
- Supporting Policy
- Developing Capacity
- Mobilizing Knowledge
- Improving Partnership

Focus Areas of Action
- • Policy reviews and policy development
  • Promoting collaborative approaches and capacity building
- • Inclusive TVET
  • Gender equality
  • Target disadvantaged groups
  • Target informal sector
- • Mainstreaming ESD in TVET
  • Greening TVET /skills
  • Promoting skills for digitised economies and societies
  • Cross Border Qualification

Framework for the UNESCO TVET Strategy (2016-2021)
TVET Strategy: Cross-cutting issues

• Support countries in identifying and anticipating skills requirements to inform TVET policies, strategies and programmes.
• Support countries in creating stakeholder platforms to facilitate private sector participation.
• Support in collection and analysis of data on TVET programmes’ outcomes, including big data and open data.
• Developing framework of key indicators by UNESCO Institute for Statistics (UIS) to monitor progress towards SDG4 skills targets.
• Facilitation of debate on cross-border recognition of qualifications.
UNESCO responsibilities according to strategy

• The TVET Unit at Headquarters will lead the implementation of this strategy, with the
• UNESCO-UNEVOC International Centre functioning as the hub of the UNESCO-UNEVOC Network and as a resource centre for research and innovation, knowledge sharing and capacity development.
• The UNEVOC Network will be the key driver for mutual learning, capacity building and advancing international cooperation in TVET.
More than 200 UNEVOC Centres in 167 countries
Multi-stakeholder representation

- Ministries or Departments of Ministries: 21%
- National TVET Bodies: 16%
- Universities, Research or Teacher Training Institutes: 29%
- Schools or Training Centres: 34%
UNEVOC Network CIS Cluster

3rd International Congress
China, May 2012

Forum on the Role of the UNEVOC Network in Transforming TVET
14-16 November 2012
• Network strategy adopted
• Thematic priorities identified

5 Regional Forums
(Youth & Skills and Greening TVET)
August to November 2013
• Promising Practices shared
• 5 reports produced

Global Forum
Bonn 2014

3rd International Congress
China, May 2012

Forum on the Role of the UNEVOC Network in Transforming TVET
14-16 November 2012
• Network strategy adopted
• Thematic priorities identified

5 Regional Forums
(Youth & Skills and Greening TVET)
August to November 2013
• Promising Practices shared
• 5 reports produced

Global Forum
Bonn 2014
Strategic Plan: Three areas of Support

Institutional & professional capacity building

- UNEVOC Centres submit 2-year work plans to UNEVOC
- Leadership training program
- Capacity-building programmes (Greening TVET Guide, Guidebook for ICT integration for TVET Teachers)

Knowledge development and production

- Promising practices, collaborative research

Knowledge management (KM) and sharing

- Sharing of publications and practices, TVeT Forum, Conferences
Major Thematic Priorities

• **Youth & Skills**
  – Quality & Image of TVET
  – Employable Skills and Entrepreneurial learning
  – Lifelong learning (S2W, W2S, RPL, Non Formal)

• **TVET for Sustainable Development**
  – Whole institutional transformation through Greening TVET
  – Green skills strategies
  – Inter-Agency Working Group cooperation on Greening TVET & Skills

• **ICTs in TVET**
  – Pedagogy & Technology Integration
  – OER, blended and mobile learning

Cross cutting themes: Gender and Teachers’ Development
Available in all UN languages
Community of good practices

- TVeT Forum
- World TVET Database
- Promising Practices
- TVETipedia Glossary
- Collaborative research; and
- Capacity development & networking

Over 4000 TVET-forum members from 183 MS
UNEVOC Online Services

Resources
- TVET Forum
- World TVET Database
- Promising Practices
- TVETpedia glossary
- Multimedia

Publications
- Download the free library hosted by UNEVOC.

Promising Practices
- Discover innovative TVET models from around the world.

TVETpedia glossary
- Understand the TVET language through our glossary.

Multimedia
- Watch videos, photos, and presentations on TVET at the UNEVOC website.

World TVET Database
- Find key information about TVET systems in your country.

Promising Practices
- Access multimedia resources.
TVETipedia Glossary

The TVETipedia glossary is a collection of terms that are commonly used in the area of Technical and Vocational Education and Training. This glossary provides definitions and background information from various trustworthy sources. Terms in bold have the greatest amount of TVETipedia resources. Symbols signify related articles and TVT Forum discussions.

<p>| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| Academic drift | Accelerated learning programme | Accelerated training |
| Accleration | Access and equity | Access course |
| Access programme | Access to education and training |
| Accreditation | Accreditation of an education or training programme |
| Accredited learning | Accreditation of an education or training provider |
| Active labour-market policy | Active learning |
| Admission criteria | Adult |
| Adult basic education | Adult education |
| Adult learner | Adult learning |
| Alternance training | Apprenticeship |
| Apprenticeship absorption rate | Apprenticeship occupation |
| Apprenticeship agreement | Apprenticeship contract |
| Articulation | Assessment |
| Assessment criteria | Assessment guidelines |
| Assessment of competence | Assessment of learning outcomes |
| Assessment tool | Assessment validation |
| Asynchronous learning | Attendance |
| Attitudes to learning | Attractiveness of vocational education and training |
| Audit plan | Audit report |
| Auditors | Awarding body |</p>
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<thead>
<tr>
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<th>Regional</th>
<th>National</th>
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<td>CEDEFOP 2008, Europe</td>
<td>Berufsbildung 2016, Germany</td>
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<td>CEDEFOP 2011, Europe</td>
<td>BIBB 2016, Germany</td>
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<td>OECD 2009</td>
<td>CEDEFOP 2014, Europe</td>
<td>DOE Virginia 2014, Virginia (USA)</td>
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<td>OECD 2010</td>
<td>EU commission (Eurostat) 2015,</td>
<td>INA 2012, Costa Rica</td>
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<td>UNESCO 1984,</td>
<td>Europe</td>
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<td>EU commission (NRDC) 2011,</td>
<td>Ministry of Labour 2005, Jordan</td>
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<td>EU Commission AL 2010, Europe</td>
<td>SAQA 2013, South Africa</td>
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<td>TESDA 2010, Philippines</td>
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<td>UNESCO/NCVER 2009, Global</td>
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<td>Wahba 2013, Global</td>
<td>GIZ 2009, Arab states</td>
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<td></td>
<td>SADC 2011, Southern Africa</td>
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</table>
Technical and vocational education and training (TVET)

- Technical and vocational education and training (TVET) is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET.

Source: UNESCO (GC) 2015, UN
Further reading on OER

UNESCO-UNEVOC has compiled a short selection of academic or professional articles that might help to clarify the signification and the use of the term "Open Educational Resources (OER)". It goes thus beyond the definitions stored in TVETipedia while not pretending to offer an exhaustive bibliography on the topic.

Do you know about relevant resources that could be added to the list? Please contact us or share it on our e-Forum!

Open Educational Resources and Open Education

By David Macleod, for HEA (2013) and Understanding Open Educational resources By Commonwealth of Learning (2015)

These two references are introductions to OER, published by recognised international institutions. COL (Commonwealth of Learning) is one of the leading international organisations providing distance education while HEA (Higher Education Academy) is a British non-profit organisation focusing on teaching and piloted by British universities. Both guides are written in plain English and focus first on the meaning of OER.

In the selected quotes, the author of the HEA guide develops a short history of the "OER" concept, before highlighting its core terminological issue: the level of "openness" it implies. A table from the COL guide illustrates this challenge further:

- Selected quotes
- Bibliographic indications

Paris OER Declaration By UNESCO (2012), and Cape town Declaration By OSI/Shuttleworth foundations (2007)

No matter how the 'open' of OER is defined, the concept generally raises high expectations. These two policy
Guide for Practitioners of Vocational Training

How to reform vocational training to make it more effective for the local economy and the population

Language: English
Authors: Marie G. Baier-D'Orazio Vital Banywesze Mukuza
Abstract: The Centre for Vocational and Skills Training (CAPA), in Bukavu in Kivu, in the eastern region of the Democratic Republic of the Congo, has existed for more than 30 years. Since the 1990s, CAPA has been engaged in a long process of reform and has transformed from a small, minimally effective training centre into a centre which trains and inserts a large number of young people. These experiences are described in the book ‘Guitars, bricks and sailors’, published between 2008 and 2010 in three languages (German, French, English). This guide, however, is directed rather at practitioners engaged in vocational training. With this guide, CAPA hopes to make its experiences available to other vocational training centres to assist managers and trainers in reforming training for the benefit of the trainees and the local economy.

Publisher/s: CAPA - Centre d'Apprentissage Professionnel et Artisanal
Published: 2016
UNESCO-UNEVOC Online Library

Unleashing the Potential, Transforming Technical and Vocational Education and Training

Language: English
Translation: Português

Authors: P.T.M. Marope, B. Chakroun and K.P. Holmes

Abstract: In view of steadily rising expectations on technical and vocational education and training (TVET) systems this book takes stock of contextual demands and recent policy trends from around the world. The book identifies an expanding disconnect between the external demands of economic growth, social equity and the sustainability of development and the skills being supplied. The authors ask: What would it take to unleash the potential of TVET systems? In response an integrated analytical approach is proposed through which economic growth, social equity and sustainability perspectives can be strategically combined so as to address contemporary policy concerns such as youth unemployment, gender disparities and climate change. Policy-makers and other stakeholders may use this approach for the analysis and assessment of TVET systems, to identify appropriate strategies and key enablers for their transformation.

Publishers: UNESCO
Published: 2015 in Paris, France
Pub. Type: Book
Pub. Format: Print, PDF
Licence: CC-BY
ISBN: 978-92-3-100091-1

Categories: UNESCO Publication; Nonformal Education; Systems and Policies; Vocational Guidance; Youth

Keywords: social development; economic development; opportunities; policy; reform; strategy; systems; social inequality; ESD
Not only publications, but also online resources
**UNEVOC online publications - languages**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Year</th>
<th>Pages</th>
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<tr>
<td>Сеть ЮНЕВОК. Руководство по порядку действий</td>
<td></td>
<td>2015</td>
<td></td>
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<tr>
<td>UNESCO-UNEVOC и его глобальная сеть</td>
<td></td>
<td>2013</td>
<td></td>
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<tr>
<td>UNESCO-UNEVOC. Публикации и онлайн-сервисы</td>
<td></td>
<td>2013</td>
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<tr>
<td>Карманный справочник по UNESCO-UNEVOC</td>
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<tr>
<td>Международный центр UNESCO-UNEVOC вкратце</td>
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<td>ОБЩИЙ ДОКЛАД: Третий Международный конгресс по техническому</td>
<td></td>
<td>2012</td>
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<td>ОФР и ТПО: Развитие навыков в интересах устойчивого развития</td>
<td></td>
<td>2012</td>
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<tr>
<td>Преобразования ТПО – от идей к действию</td>
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<td>2012</td>
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<tr>
<td>Продолжение использования информационных и коммуникационных техно</td>
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<td>2012</td>
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<tr>
<td>ЖЕСТКИХ НАУК, КОМПЬЮТЕРНОЙ НАУКИ, ИНФОРМАЦИОННОЙ ТЕХНОЛОГИИ</td>
<td></td>
<td>2012</td>
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*Not only English publications*
Promising Practices in TVET

Selection and validation by TVET experts on the basis of six main criteria:

• Impact
• Innovation and creativity
• Knowledge base
• Stakeholder engagement
• Monitoring and evaluation
• Efficiency
Promising practices: submissions welcome!

**TVET PROMISING PRACTICE – SUBMISSION FORM**

Please submit this form to the UNESCO-UNEVOC International Centre by sending it to unevoc@unesco.org

<table>
<thead>
<tr>
<th>Title of the initiative</th>
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<tr>
<th>Contact</th>
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<td>Name(s):</td>
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<td>Organisation:</td>
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<tr>
<td>Address:</td>
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<tr>
<td>Email:</td>
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<tr>
<td>Telephone:</td>
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<tr>
<td>Website:</td>
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</table>

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<thead>
<tr>
<th>Short summary of the initiative (max 300 words)</th>
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<tr>
<td>Please provide a concrete description of the initiative (background, context, lifecycle of the initiative, activities implemented).</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Objective(s) of and justifications for the initiative</th>
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<tbody>
<tr>
<td>What are the main aims of the initiative? Why is it significant in the area of TVET?</td>
</tr>
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<tr>
<th>Target group(s)</th>
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<tr>
<th>Impacts, Outcomes</th>
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Promising Practices in TVET

UNESCO, together with other international organizations, has an important role to play in identifying and disseminating the knowledge and evidence necessary to formulate and implement relevant and effective TVET policies.

Following requests by Member States, UNESCO-UNEVOC has initiated efforts to identify and gather evidence of promising TVET practices for global dialogue and use. This database presents a set of initiatives from around the world that have been identified and selected by a team of experts as being particularly ‘promising’ for TVET in their context.

**Title of Initiative**

- Agro ecological Schools of High Mountain, Colombia
- Bangladesh - Korea ICT Training Center for Education (BKITCE)
- Chile Joven, Job Training Programmes in Latin America
- Entrepreneurship Education as a Tool to Support Self-Employment, Kenya
- Entrepreneurship Education, Oman
- JAMBA - Young Single Mothers in Vocational Training, Germany
- Large Scale Dissemination of Basic Skills to Use ICT (eInclusion), Romania
- Making Modern Poultry Markets Work for the Poor (SAGP03), India
- New Opportunities Initiative, Portugal
- Sustaining the Financing of Training Through Continuous Improvement of the Levi-Grant System, Mauritius
- Technology and Civic Engagement Schools in Urban Slums and Low-Income Communities, Latin America
- TEVET Graduate Empowerment Toolkit Scheme, Zambia
World TVET Database – TVET Country profiles

Data compiled through desk research; validated by UNEVOC Centres
World TVET Database - Example

1. TVET mission
2. System
3. Governance and financing
4. TVET teachers and trainers
5. Qualifications
6. Projects
7. Statistical information
8. Links
9. References
TVeT Forum – subscription options

UNESCO-UNEVOC TVeT Forum digest - 27 June 2016

Maiser@unevoc.unesco.org on behalf of UNESCO-UNEVOC TVeT Forum

A total of 2 messages have been submitted in 2 threads. Use the links to read messages online and interact.

World Youth Skills Day 2016

#3 UNESCO-UNEVOC International Centre from Germany: Dear TVeT Forum members, With World Youth Skills Day 2016 fast approaching, we wanted to inform you how one UNEVOC Centre is celebrating the day. The Yaba College of Technology in Nigeria is organizing a number of lectures, an exhibition, skills competition and panel sessions around the topic of...

www.unevoc.unesco.org/go.php?q=e-Forum++Message+Board&thread=3412#3

Promoting and developing TVET in extreme situations

#1 Wouter de Regt from Germany: Dear TVeT Forum colleagues, It has been a while since the last post and I hope that this message finds you all well. I was reading a narrag article on the role of TVET in preventing violent extremism (and developing TVET in extreme situations in general), and it reminded me of a virtual conference.

www.unevoc.unesco.org/go.php?q=e-Forum++Message+Board&thread=3426#1

You are receiving the UNEVOC TVeT Forum digest because you once signed up to the service. To read full messages and reply to them use the UNEVOC-UNEVOC TVeT Forum online discussion board.

You can cancel the service or change your subscription options anytime.
UNEVOC TVeT Forum

More than 4,000 TVET Experts (Policy makers, Teachers & Trainers, Development workers, International Organizations staff, ...) from all over the world

Everybody can join!

- Discussion of concepts
- Announcements
- Calls for Proposals
- Requests for information and resources
David Callaby Floridia
Malta

Re: Duration of TVET teacher training programmes
Sent: 2016-05-26 10:28

Prof Hogarty I truly conform to your reply about teaching students how to learn. I also would like to add that a deficiency in some bureaucratic systems does not always encourage students to think too, therefore, teaching them how to think is also a way to educating students.

danome
Mauritius

Re: Duration of TVET teacher training programmes
Sent: 2016-05-26 16:32

Prof. Dr. Joseph,

I agree to what you have said about partnership between stakeholders: industries and TVET for employment because I also share this opinion but I wish to add that incentives should come from the Ministry of Labour and involvement of policy makers to reinforce this agreement: for instance, a memorandum of understanding.

Danome
TVeT Forum – Virtual Conferences

• Same platform, but driven by moderator
• Background paper
• Structured discussion with summaries
• Final report
# Virtual Conference Return on Investment

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<tr>
<th>Topic</th>
<th>Replies</th>
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<tr>
<td>[ROI] Topic One: Information on ROI</td>
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<td>[ROI] Summary of Outcomes of the Virtual Conference</td>
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<td>[ROI] Special Topic: What should a suitable ROI framework look like?</td>
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<tr>
<td>[ROI] Topic Three: What are the challenges in comparing ROI across countries?</td>
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<td>[ROI] Topic Four: What data sources are available to measure ROI?</td>
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<tr>
<td>[ROI] Topic Two: What types of ROI are most relevant?</td>
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<tr>
<td>[ROI] Welcome to the virtual conference</td>
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<td>[ROI] upcoming; UNEVOC Virtual Conference on Return on Investment in TVET</td>
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<tr>
<td>TITLE</td>
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<tr>
<td>------------------------------------------------------------</td>
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<tr>
<td>Revised Recommendation on TVET</td>
<td>199 (68 countries)</td>
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<td>Vocational Pedagogy</td>
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<td>WBL &amp; Apprenticeships</td>
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<td>Measuring Return on Investment in TVET</td>
<td>237 (64)</td>
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<td><em>May 2016</em></td>
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</table>
“Networking and partnership are the new strategic resources in post 2015 era”

thank you!