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# forum



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UN Campus  
Platz der Vereinten Nationen 1  
53113 Bonn  
Germany  
Tel: +49 (0) 228 815 01 00  
Fax: +49 (0) 228 815 01 99  
[www.unesco.org/unevoc](http://www.unesco.org/unevoc)  
[unevoc@unesco.org](mailto:unevoc@unesco.org)

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# Abbreviations

|            |  |
|------------|--|
| ADB        | Asian Development Bank   |
| ASEAN      | Association of Southeast Asian Nations                           |
| BIBB       | Federal Institute for Vocational Education and Training          |
| BMBF       | German Ministry of Education and Research                        |
| BMZ        | German Federal Ministry for Economic Cooperation and Development |
| CEDEFOP    | European Centre for the Development of Vocational Training       |
| COP21      | Twenty-first Conference of the Parties to the UNFCCC             |
| ESD        | Education for Sustainable Development                            |
| ETF        | European Training Foundation                                     |
| GAP        | Global Action Programme  |
| GIZ        | German Society for International Cooperation                     |
| IAWG       | Inter-Agency Working Group (on Greening Skills and TVET)         |
| ICT        | Information and communication technology                         |
| ILO        | International Labour Organization                                |
| KRIVET     | Korean Research Institute for Vocational Education and Training  |
| NCVER      | National Centre for Vocational Education and Research            |
| NGOs       | Non-governmental organizations                                   |
| OECD       | Organisation for Economic Co-operation and Development           |
| ROI        | Return on investment   |
| SDGs       | Sustainable Development Goals                                    |
| STEM       | Science, technology, engineering and mathematics                 |
| TVET       | Technical and vocational education and training                  |
| UNCCD      | United Nations Convention to Combat Desertification              |
| UNESCO     | United Nations Educational, Scientific and Cultural Organization |
| UNESCO-IIL | UNESCO Institute for Lifelong Learning                           |
| UNFCCC     | United Nations Framework Convention on Climate Change            |
| UNU        | United Nations University  |
| UNV        | United Nations Volunteers  |

It is with great pleasure that I share with you the Biennial Report of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training for 2014 and 2015.



These past two years have seen significant milestones with the potential to have far-reaching implications for the education sector as a whole, and specifically technical and vocational education and training (TVET). The UNESCO World Conference held in Nagoya, Japan in November 2014 brought the curtain down on the Decade of Education for Sustainable Development (ESD) and opened a new window for scaling up actions for a new Global Action Programme on ESD, while the World Education Forum held in Incheon, Republic of Korea in May 2015 heralded the end of the Education for All movement and a new beginning for education in the post-2015 development agenda. The adoption of the Sustainable Development Goals (SDGs) at the UN Sustainable Development Summit on 25 September 2015 also signalled the end of the Millennium Development Goals, and the start of a long and ambitious journey towards ensuring inclusive, equitable and sustainable societies and economies.

SDG 4 calls on Member States to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, putting into focus the right to education, equity, quality, inclusive education and lifelong learning. In a more globalized world, accentuated by interlinkages between social, economic and environmental factors, such a vision challenges TVET to transform and maximize its potential. Sustained high levels of youth unemployment caused by mismatches between supply and demand, the growing demand for green skills that contribute to the transition towards sustainable societies and economies and the growing importance of information and communication technology (ICT) in education and pedagogy are all opportunities for TVET to reassert its importance.

UNESCO-UNEVOC strives to support Member States in transforming their TVET systems to meet these challenges. We have intensified our activities in all regions and revitalized the capacity of the UNEVOC Network by engaging with our Centres, whether it is through meetings and conferences, capacity-development projects, knowledge development and management, or collaborative research projects. The value of the UNEVOC Network has been recognized by national, regional and international partners and our work on the thematic areas of greening TVET and ICT in TVET has been acknowledged in international forums, including the international climate change policy discussions held in December 2015 in Paris, France, and the International Conference on ICT and Post-2015 Education held in May 2015 in Qingdao, People's Republic of China.

One component of our sustained efforts has been the development of our online services. The TVET Forum counts more active members than ever before, and the outcomes of the virtual conferences organized on the discussion board are cited as input in driving global TVET debates. Other services such as the World TVET Database and TVETipedia have grown, and the Promising Practices Database continues to stimulate the sharing of experiences and promising practices.

Our close collaboration with UNESCO Headquarters and Field Offices and Institutes reinforces all of our activities, as does our cooperation with other partners including stakeholders from the private sector, non-governmental organizations (NGOs) and universities. Particularly our work with international experts on thematic areas in TVET is bringing to fruition new perspectives and outcomes. It goes without saying that our work is strengthened by our close partnership with our host country Germany, and on behalf of UNESCO-UNEVOC, I extend my sincere gratitude to the Government of the Federal Republic of Germany for its cooperation and for extending its support to the Centre through extra-budgetary projects. We look forward to intensifying our joint efforts in advancing TVET for a sustainable future.

A handwritten signature in black ink, reading "Shyamal Majumdar". The signature is fluid and cursive, with a long horizontal stroke at the end.

Shyamal Majumdar  
Head of UNESCO-UNEVOC

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# reface



# Overview

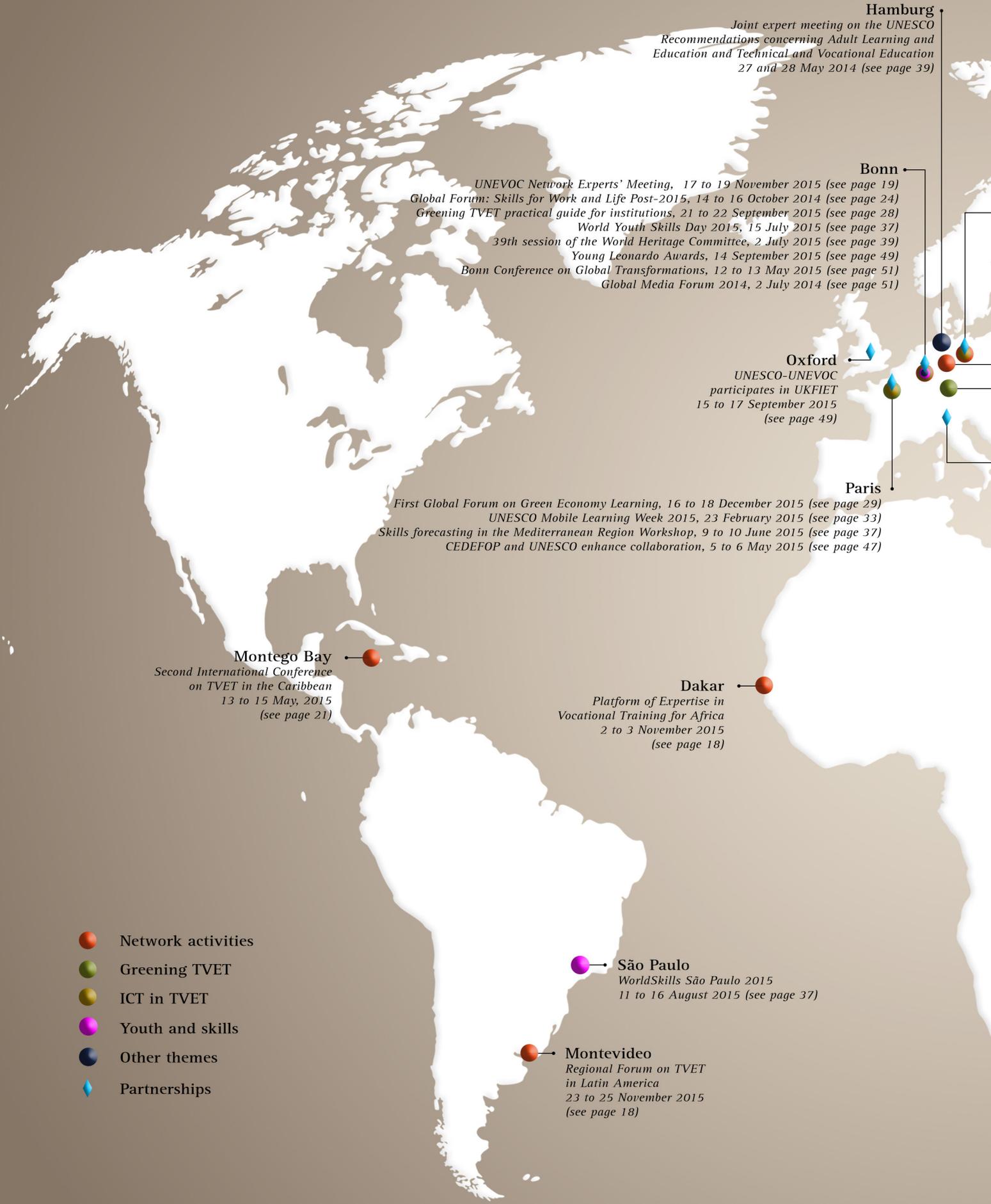
The Biennial Report of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training presents a selection of UNESCO-UNEVOC's activities during 2014 and 2015. The activities contributed to UNESCO's sectoral priorities and programmatic objectives<sup>1</sup> and assisted Member States to provide equitable, inclusive and quality education and promote lifelong learning for sustainable development. The selected activities also illustrate some of the wider transformations that have occurred in the education sector, in part due to the development and adoption of the post-2015 development agenda.

The Sustainable Development Goals (SDGs), as defined in *Transforming Our World – the 2030 Agenda for Sustainable Development*, adopted by the UN Sustainable Development Summit on 25 September 2015, aim to realize inclusive and equitable economic, social and environmental sustainable development. In particular, SDG 4 concerns the education sector and calls on Member States to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. The goal requires a transformative vision of technical and vocational education and training (TVET), a move from seeing TVET solely as a contributor to skills development for the labour market, towards a vision where TVET empowers individuals, enterprises and communities to become contributors in the transition towards sustainable societies and economies. With this in mind, the activities described in this biennial report not only show the steps UNESCO-UNEVOC has taken to advocate a transformative vision of TVET, but also delineate the strides made to ensure the implementation of that vision in the future.

During these two years UNESCO-UNEVOC empowered the UNEVOC Network and engaged its members to co-develop the International Centre's work and activities and build up capacities within the network, with a specific focus on UNESCO-UNEVOC's thematic priorities: Greening TVET, ICT in TVET, and Youth and Skills. Capacity-development programmes started in 2015 promise to deliver outcomes that will enable UNEVOC Centres to contribute to the development of TVET on a national level and to become regional and international leaders. A particular highlight was the organization of the Global Forum on 'Skills for Work and Life Post-2015' held in Bonn, Germany, from 14 to 16 October 2014. Over 200 delegates from seventy-one UNESCO Member States, including eighty participants from sixty-two UNEVOC Centres, participated in discussions which helped inform and stimulate the global debate on TVET in the post-2015 development agenda.

We hope that readers will find the report interesting and encourage readers to find out more about other activities on the UNESCO-UNEVOC website [www.unevoc.unesco.org](http://www.unevoc.unesco.org).

<sup>1</sup> UNESCO's Programme and Budget for 2014–2017 (document 37 C/5) translates the programmatic objectives, policy directions and focus provided by the Medium-Term Strategy for 2014–2021 (document 37 C/4) into concrete thematic and policy approaches. The Programme and Budget (document C/5) are approved every two years by the UNESCO General Conference for the five Programme Sectors of UNESCO (education, natural sciences, social and human sciences, culture, communication and information).



**Hamburg**

Joint expert meeting on the UNESCO Recommendations concerning Adult Learning and Education and Technical and Vocational Education 27 and 28 May 2014 (see page 39)

**Bonn**

UNEVOC Network Experts' Meeting, 17 to 19 November 2015 (see page 19)  
 Global Forum: Skills for Work and Life Post-2015, 14 to 16 October 2014 (see page 24)  
 Greening TVET practical guide for institutions, 21 to 22 September 2015 (see page 28)  
 World Youth Skills Day 2015, 15 July 2015 (see page 37)  
 39th session of the World Heritage Committee, 2 July 2015 (see page 39)  
 Young Leonardo Awards, 14 September 2015 (see page 49)  
 Bonn Conference on Global Transformations, 12 to 13 May 2015 (see page 51)  
 Global Media Forum 2014, 2 July 2014 (see page 51)

**Oxford**

UNESCO-UNEVOC participates in UKFIET 15 to 17 September 2015 (see page 49)

**Paris**

First Global Forum on Green Economy Learning, 16 to 18 December 2015 (see page 29)  
 UNESCO Mobile Learning Week 2015, 23 February 2015 (see page 33)  
 Skills forecasting in the Mediterranean Region Workshop, 9 to 10 June 2015 (see page 37)  
 CEDEFOP and UNESCO enhance collaboration, 5 to 6 May 2015 (see page 47)

**Montego Bay**

Second International Conference on TVET in the Caribbean 13 to 15 May, 2015 (see page 21)

**Dakar**

Platform of Expertise in Vocational Training for Africa 2 to 3 November 2015 (see page 18)

**São Paulo**

WorldSkills São Paulo 2015 11 to 16 August 2015 (see page 37)

**Montevideo**

Regional Forum on TVET in Latin America 23 to 25 November 2015 (see page 18)

- Network activities
- Greening TVET
- ICT in TVET
- Youth and skills
- Other themes
- ◆ Partnerships

# UNESCO-UNEVOC in action 2014-15

## Berlin

7th BIBB Congress on "Structuring Vocational Education and Training in a more Attractive Way", 18 and 19 September 2014 (see page 21)  
Online EDUCA Berlin, 30 November to 2 December 2015 (see page 32)  
Conference on Women's Economic Empowerment, 9 to 10 November 2015 (see page 51)

## Magdeburg

International Symposium on TVET Personnel  
25 to 25 November 2015 (see page 21)

## Munich

International Trade Fair on Water  
5 to 7 May 2014 (see page 29)

## Turin

Workshop on transition to adulthood,  
21 May 2014 (see page 48)  
European Training Foundation round-table,  
15 to 16 October 2015 (see page 49)

## Kuwait City

International Conference  
on Urban Conservation  
1 to 3 December 2015  
(see page 39)

## Dubai

Global Education and  
Skills Forum  
14 to 17 March 2014  
(see page 39)

## Addis Ababa

eLearning Africa  
20 to 22 May 2015  
(see page 32)

## Kuala Lumpur

Asia-Pacific Conference on  
Education and Training  
3 to 5 August 2015, (see page 15)

## Jakarta

Regional conference on ensuring TVET quality  
1 to 2 April 2014 (see page 48)

## Harare and Mutare

Regional Meeting on TVET and  
Sustainable Development  
14 to 16 October 2015 (see page 18)

## Gaborone

Regional Conference on youth  
transitions and network  
consolidation  
20 to 22 May 2014  
(see page 20)

## Seoul

International seminar on skills development  
and youth employment policies  
12 to 13 June 2014 (see page 20)

## Qingdao

International conference on  
ICT and Post-2015 Education  
23 to 25 May 2015, Qingdao,  
Republic of China  
(see page 32)

## Nagoya

Decade of Education for Sustainable  
Development and launch of the new  
Global Action Programme on Education  
for Sustainable Development (ESD)  
10 to 12 November 2014 (see page 28)

## Manila

Skills forum at Asian Development Bank  
10 to 11 December 2014  
(see page 48)

## Adelaide

Experts' seminar on improving  
evidence-based research and supporting  
greater investment in TVET  
31 August 2014 (see page 20)



UNESCO-UNEVOC

# at a glance

UNESCO-UNEVOC is UNESCO's specialized centre for TVET and an integral component of UNESCO's international programme on TVET. The International Centre's activities focus on a number of thematic priorities, and are implemented at the national, regional and international levels in close collaboration with the Organization's Youth, Literacy and Skills Development Section at its headquarters in Paris, France, UNESCO Field Offices, Institutes and Centres, as well as through the UNEVOC Network.

The UNEVOC Network is a worldwide network composed of TVET institutions and provides an environment for exchange and mutual assistance. Through the development of North-South, South-South and North-South-South cooperation, UNESCO-UNEVOC focuses on meeting the needs of developing as well as developed countries, countries in transition and those in a post-conflict situation.



# Balance

UNESCO-UNEVOC's activities assist Member States to develop policies and practices for inclusive and equitable education and skills development for the world of work, employability and citizenship.

Within the framework of UNESCO-UNEVOC's *Medium-Term Strategy (2015–2017)*, it assists UNESCO Member States through:

### Capacity development

UNESCO-UNEVOC strengthens national capacities and supports programmes to improve access to TVET systems, and their relevance, quality, capacity and effectiveness. UNESCO-UNEVOC's capacity-development activities take into account the different stages of development and the needs of the different types of stakeholders in the UNEVOC Network.

### Knowledge development and production

UNESCO-UNEVOC draws on the knowledge, expertise and capacities of UNEVOC Centres and embarks on regional and international collaborative research projects that conceptualize and develop TVET guidelines, indicators, standards and resources that will increase the knowledge base on salient and contemporary TVET topics.

### Knowledge management and sharing

UNESCO-UNEVOC informs and initiates dialogue about global TVET trends from all corners of the world. Experience shows that educational ideas have broad global value, and that approaches that work in one country or setting might also work elsewhere, if adapted appropriately.



# Transf

“*Transformative TVET is re-envisioning TVET and its goals. Lifelong learning, inclusiveness, global citizenship and sustainability are the underpinning goals of a modern TVET. TVET must be linked not only with the world of work, but also to creating pathways across education streams, to facilitate transitions to work and to life.*”

*UNESCO-UNEVOC 2014 Global Forum Report, Bonn, Germany*



TVET refers to a range of learning experiences that are relevant to the world of work and take place in a variety of learning contexts. It comprises training and skills development in secondary, post-secondary and tertiary education, as well as work-based learning, continuing training and professional development, and training in informal settings.

A transformative vision of TVET contributes to sustainable development by empowering individuals, economies and communities to become actors for change. It contributes to individuals' personal and professional development and enables people to fulfil their aspirations. It does not only respond to the current needs of labour markets, but anticipates and facilitates changes in the nature of work, including the emergence of new industries and occupations and promotes entrepreneurship, self-employment and the growth of innovative enterprises and economies. Importantly, a transformative vision of TVET is grounded in the principles of inclusiveness and sustainability, and creates relevant learning opportunities for populations of all social, economic and cultural backgrounds.

# Transformative TVET

# Guiding Frameworks

A number of frameworks guided UNESCO-UNEVOC's activities during the biennium, including:

## Recommendation concerning technical and vocational education and training

UNESCO's Recommendation concerning Technical and Vocational Education and Training provides an integrated and holistic approach to promoting education and training that develops a broad spectrum of knowledge, skills and competencies for work and life. The Recommendation is a comprehensive tool that guides decision-makers, practitioners, social partners, civil society and other stakeholders and transforms and expands equitable learning opportunities for youth and adults. The Recommendation deals with five areas:

- Policies and governance
- Quality and relevance
- Monitoring and evaluation
- Research and knowledge management
- International cooperation

## UNESCO Strategy for TVET (2010–2015)

The *UNESCO Strategy for TVET* was developed in 2009, and guided the Organization's work from 2010 to 2015. The Strategy supported the advancement of TVET and skills development within the broader framework of lifelong learning. In line with the Strategy, UNESCO-UNEVOC's actions for the biennium focused on:

- Providing upstream policy advice and related capacity development
- Clarifying the concept of skills development and improving monitoring mechanisms
- Clearinghouse-related actions and informing the global TVET debate

UNESCO-UNEVOC contributed to the development of the *UNESCO Strategy for TVET (2016–2021)*. A virtual conference was organized on the UNESCO-UNEVOC TVeT Forum in September 2015, and a survey conducted among 191 UNEVOC Centres between April and June 2015 provided valuable feedback on the effectiveness of UNESCO's interventions, tools and services.

## UNESCO-UNEVOC Medium-Term Strategy (2015–2017)

The UNESCO-UNEVOC *Medium-Term Strategy (2015–2017)*, developed in line with UNESCO's sectoral priorities and programmatic objectives, guided UNESCO-UNEVOC to support UNESCO Member States in achieving their TVET goals, as well as their broader educational obligations, by enhancing the relevance, quality and impact of programmes and interventions within the framework of a results-based approach. The Strategy focuses on three interventions:

- Capacity-building for policy development
- Knowledge development and production
- Knowledge management and sharing

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# Sustainable development goals



The SDGs, as defined in *Transforming Our World – the 2030 Agenda for Sustainable Development*, were adopted by the UN Sustainable Development Summit held in New York on 25 September 2015. While the Millennium Development Goals consisted of eight goals, the SDGs include seventeen goals broken down into 169 targets, and aim to realize inclusive and equitable economic, social and environmental sustainable development. In a reflection of the SDGs' ambitious intentions, the principle not to leave anyone behind plays an integral part in the goals.

## **Sustainable Development Goal 4: Ensure inclusive and quality education for all and promote lifelong learning**

- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

## **Sustainable Development Goal 5: Achieve gender equality and empower all women and girls**

## **Sustainable Development Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**

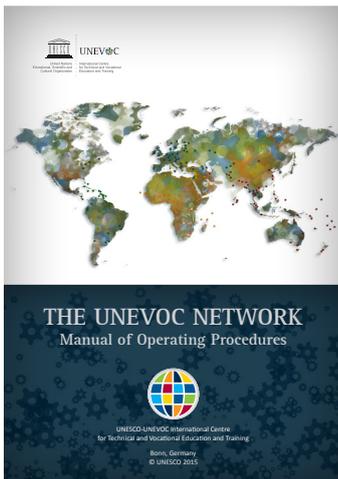
(Source: Sustainable Development Goals as defined in *Transforming Our World – the 2030 Agenda for Sustainable Development*, United Nations, 2015)



# The UNEVOC Network

The UNEVOC Network consists of over 250 Centres from more than 165 UNESCO Member States, and fosters international collaboration and partnership among TVET practitioners and other stakeholders. It develops the capacities of UNEVOC Centres and associated TVET practitioners by providing technical assistance, and shares promising practices and innovations in TVET through the promotion of research and evidence-based activities.

The UNEVOC Network is present in five regions, further split into clusters of countries based on geographical, linguistic and economic criteria. UNESCO National Commissions endorse UNEVOC Centres, and the institutions that make up the network include ministries of education, national apex bodies dedicated to TVET policy development, higher education and training institutions carrying out TVET research or providing courses and TVET teaching institutions at the secondary and post-secondary levels.



# Network Manual of Operating Procedures

The UNEVOC Network's general rules of engagement and procedures, structures and relationships are established and communicated in the Manual of Operating Procedures. The manual informs stakeholders on Network processes, the benefits of having active UNEVOC Centres in a country, and the opportunities for stimulating collaborations with TVET stakeholders in a country.

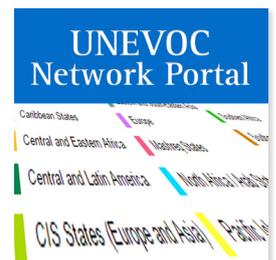
The manual is consistent with the principles of UNESCO's Comprehensive Partnership Strategy section on the UNEVOC Network, and is available in the six official languages of the United Nations.

<http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+Manual+of+operating+procedures>

## UNEVOC Network portal

Specifically designed for members of the UNEVOC Network, the UNEVOC Network portal facilitates information sharing and promotes collaboration by allowing Network members to customize their own page that contains news and resources, the institutions' profiles as well as detailed information about recent activities.

[www.unevoc.unesco.org/network](http://www.unevoc.unesco.org/network)



## Network activities

A transformative vision of TVET requires stakeholders to be aware of national and regional developments and understand the linkages between social, economic and environmental factors that influence the transition to sustainable societies and economies. In 2014 and 2015, UNESCO-UNEVOC organized a number of workshops and facilitated the participation of UNEVOC Centres in national, regional and international events and initiated capacity-development projects with the aim of empowering UNEVOC Centres to become actors of change in their country, cluster or region.

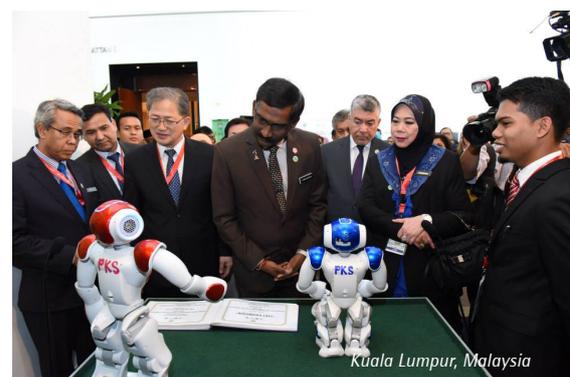
### Asia-Pacific Conference on Education and Training 3 to 5 August 2015, Kuala Lumpur, Malaysia

As a follow-up to the recommendations of the Third International Congress on TVET held in China in 2012, the Asia-Pacific Conference on Education and Training facilitated policy debate and dialogue on partnerships, ICT in TVET and greening TVET. Thirteen UNEVOC Centres attended the conference hosted by the Ministry of Education and the Ministry of Higher Education in Malaysia and the UNESCO Office in Bangkok.

Six UNEVOC Centres from the People's Republic of China, Malaysia, Mongolia, Philippines and Sri Lanka presented the preliminary results of a UNESCO-UNEVOC-supported research project on greening TVET and skills, which assessed the uptake of TVET institutions and skills gaps in transferring green skills. The

session engaged approximately ninety participants and was instrumental in stimulating policy debate on greening TVET, exploring the nature of skills top-up in selected occupations and introducing a methodological approach to integrating green skills into TVET programmes. UNESCO-UNEVOC also facilitated understanding of Network approaches in the Asia and Pacific region.

The outcomes of the session provided input for the Kuala Lumpur Declaration on Quality Education and Skills Development for Sustainable Future. The Declaration reinforces the transformative vision of TVET in the region and highlights the potential of TVET to contribute to achieving the SDGs by developing skills for both existing and emerging occupations. Member States called on the UNEVOC Network to support and function as an active platform for peer learning, knowledge production and dissemination, and sharing of experiences and promising practices.



# New UNEVOC Centres



## University of Nottingham, Centre for International Education Research, United Kingdom

The Centre for International Education Research joined the UNEVOC Network in April 2015. The Centre is one of six research centres in the School of Education, University of Nottingham, and its research focuses on the current and historical role of higher, adult and vocational education in promoting human development, and the place of education in the global development agenda.

## National College of Technical Professional Education, Mexico

The National College of Technical Professional Education joined the UNEVOC Network in March 2015. The college offers programmes based on the Mexican dual system and assesses the human resources needs of the productive sectors in Mexico.

## Grenada National Training Authority, Grenada

The National Training Authority joined the UNEVOC Network in September 2015. The institution is responsible for overseeing, designing, monitoring, promoting and establishing TVET to contribute to the development of a highly productive workforce and meet Grenada's skills development needs.

## National Training Service, Colombia

The National Training Service joined the UNEVOC Network in August 2014. The institution contributes to the development of Colombia's human resources by developing programmes and projects for socially responsible businesses, conducting job training, and promoting innovation through knowledge and technology sharing.

## National Service for Industrial Training, Brazil

The National Service for Industrial Training joined the UNEVOC Network in March 2015. The National Service is responsible for promoting and advancing technical and vocational education and industrial innovation and technology in Brazil, and provides formal training for industry professionals.

## Council for Technical and Vocational Education and Training, Ghana

The Council for Technical and Vocational Education and Training joined the UNEVOC Network in February 2015. The Council is responsible for coordinating the TVET system in Ghana and formulates policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal, informal and non-formal sectors.



**Social Partnership Support Division at the Vocational Education Development Department of the Ministry of Education and Science of Georgia, Georgia**

The Social Partnership Support Division at the Vocational Education Development Department of the Ministry of Education and Science joined the UNEVOC Network in August 2014. The division contributes to the development of the TVET in Georgia, and encourages the engagement and participation of vulnerable groups and social partners.

**Arusha Technical College, United Republic of Tanzania**

The Arusha Technical College joined the UNEVOC Network in March 2015. The college is a training institution and provides competence-based TVET and carries out research and consultancy in the area of science and technology for socio-economic development.

**Institute of Brunei Technical Education, Brunei Darussalam**

The Institute of Brunei Technical Education joined the UNEVOC Network in February 2015. The Institute is an autonomous post-secondary education institution offering full-time and dual system apprenticeship programmes, as well as continuing education and training programmes for adult learners in Brunei Darussalam.

**Human Resource Development Council, Botswana**

The Human Resource Development Council joined the UNEVOC Network in April 2015. The Council is a semi- autonomous body established under the Ministry of Education and Skills Development and is responsible for planning, funding and implementing education and training in Botswana.

**Namibia Training Authority, Namibia**

The Namibia Training Authority joined the UNEVOC Network in March 2015. The institution is the regulating body of the TVET sector in Namibia and is responsible for the establishment of an effective and sustainable system of skills development aligned with the needs of the labour market.



Harare and Mutare, Zimbabwe



Montevideo, Uruguay

## Regional Meeting on TVET and Sustainable Development

14 to 16 October 2015, Harare and Mutare, Zimbabwe

This regional meeting covered equitable opportunities to access formal and non-formal TVET and lifelong learning opportunities in the southern Africa region. Eight UNEVOC Centres from Botswana, Lesotho, Malawi, Namibia, South Africa, Swaziland, Zambia and Zimbabwe attended the regional meeting organized by UNESCO's Regional Office for Southern Africa.

UNESCO-UNEVOC contributed to the discussion and presented information on the UNEVOC Network and the International Centre's knowledge-development and management activities, with particular emphasis on the Promising Practices Database and the TVET Forum. In total, sixty participants representing ministries, youth organizations, non-government organizations (NGOs) and other UN agencies attended the event. The UNEVOC Centres shared and obtained information about innovative practices regarding the development of TVET policies, governance structures, indicators and monitoring and information systems. The meeting also revisited the Regional Framework for Action in the context of the *UNESCO Strategy for TVET (2016–2021)* and the *Regional Indicative Strategic Development Plan*.

## Platform of Expertise in Vocational Training for Africa

2 to 3 November 2015, Dakar, Senegal

This conference discussed issues relevant to the development of TVET in West Africa and launched the Platform of Expertise in Vocational Training for Africa. The platform, financed by Agence Française de Développement (the French Development Agency), supports the implementation of TVET policy reforms in sub-Saharan Africa, and strengthens public and private actors in charge of their implementation. Four UNEVOC Centres from Burkina Faso, Ivory Coast, Nigeria and Senegal participated in the two-day event, which set the course for mainstreaming UNEVOC Centres in TVET reforms to be facilitated by this platform.

UNESCO-UNEVOC organized a workshop on networking and knowledge-sharing through UNESCO-UNEVOC's online services. The workshop raised awareness of the various ways to network and share knowledge and supported the overall aims of the conference to promote and share promising practices. The Platform of Expertise in Vocational Training for Africa aims to include a broader network of countries and stakeholders who will become involved in TVET policy reforms.

## Regional Forum on TVET in Latin America

23 to 25 November 2015, Montevideo, Uruguay

This forum explored recent global trends in TVET, and examined the challenges the Latin America region faces looking towards the implementation of the 2030 Sustainable Development Agenda. Five UNEVOC Centres from Brazil, Costa Rica, Mexico, Paraguay and Uruguay attended the regional forum organized by UNESCO-UNEVOC, UNESCO's Regional Bureau of Education for Latin America and the Caribbean, the Regional Bureau of Science for Latin America and the Caribbean, and UNESCO Headquarters.

UNESCO-UNEVOC presented its work on thematic areas including greening TVET and youth and skills and the International Centre's contributions provided a platform for sharing promising practices and experiences regarding science, technology, engineering and mathematics (STEM) in TVET, skills for the informal economy, curriculum reform, and teacher and trainer development. UNEVOC Centres participated and gained information about regional trends, and one key output of the expert meeting was the development of a roadmap for a regional common plan of work for the coming years.



Bonn, Germany

## UNEVOC Network Experts' Meeting

17 to 19 November 2015, Bonn, Germany

This UNEVOC Network Experts' Meeting discussed recent trends affecting TVET, including the adoption of the SDGs, the development of the *UNESCO Strategy for TVET (2016–2021)*, and the improvement of tools and activities intended to enhance the UNEVOC Network. Specifically, UNESCO-UNEVOC initiated a number of processes designed to consult network members on various issues, and intensify capacity-building

and knowledge-sharing in the Network. The meeting provided an opportunity for thirty UNEVOC Cluster and Centre Coordinators from twenty-six countries to give valuable input and feedback.

The meeting elaborated on the implementation of The *UNEVOC Network Manual of Operating Procedures*, and examined the UNEVOC Network activity trends analysis tool. It also addressed the development of the TVET Leadership Programme and the *Greening TVET practical guide* for institutions in implementing ESD. These programmes will enable UNEVOC Centres to drive not

only institutional and national change, but also regional TVET developments, and contribute to the transition towards sustainable societies and economies.

The expert meeting also served as an opportunity for UNEVOC Centres from the Europe and North America and Arab States regions to meet and discuss TVET developments and possibilities for cooperation and synergies within their regions.

# Activities organized by UNEVOC Centres



## Regional Conference on youth transitions and network consolidation

20 to 22 May 2014, Gaborone, Botswana

As a follow-up to the regional forum held in Abuja, Nigeria in 2013, the Botswana Qualifications Authority, in cooperation with UNESCO-UNEVOC, organized a regional conference on youth transitions and network consolidation. The three-day workshop shared expertise and experiences on school-to-work transitions, and discussed regional challenges in the formal and informal sectors. Representatives from seven UNEVOC Centres from South Africa, Zambia, Kenya, Mozambique, Malawi, Mauritius and Botswana, and the Korean Research Institute for Vocational Education and Training (KRIVET), a UNEVOC Centre in the Asia and Pacific region, attended the conference.

The workshop contributed to raising awareness and developing the capacity of participating UNEVOC Centres to deal with issues related to youth employment in the region. In total fifty participants attended the regional conference, including delegates from UNESCO, the German Society for International Cooperation (GIZ) and the International Labour Organization (ILO). Participants jointly developed policy responses addressing school-to-work transitions and informal employment by assessing the legislation and policies in place in their countries, highlighting promising initiatives, and identifying gaps and possible areas of intervention. A study tour to the Botswana Diamond Trading Cooperation in Gaborone provided participants with an insight into TVET training on gems and enterprise development.

## International seminar on skills development and youth employment policies

12 to 13 June 2014, Seoul, Republic of Korea

This seminar provided a platform to share experiences and propose measures for innovation in skills development. Three UNEVOC Centres from Australia, Germany and the People's Republic of China participated in the two-day seminar organized by KRIVET.

Forty participants attended the seminar, which examined the link between skills development and youth employment policies with the help of a number of country cases. A panel session consisting of representatives from UNESCO-UNEVOC, the ILO Regional Office for Asia and the Pacific, and the European Centre for the Development of Vocational Training (CEDEFOP) analyzed the role of TVET in advancing sustainable development and lifelong learning.

A UNEVOC Network Meeting for Asia and the Pacific convened UNEVOC cluster coordinators and shared updates on national and regional activities.

## Experts' seminar on improving evidence-based research and supporting greater investment in TVET

31 August 2014, Sydney, Australia

This seminar discussed ways to develop a coordinating framework to enhance collaborative research projects between UNEVOC Centres in the Asia and Pacific region. TAFE Directors Australia and the National Centre for Vocational Education and Research (NCVER) organized the seminar in collaboration with UNESCO-UNEVOC. Twelve UNEVOC Centres from Australia, Canada, the People's Republic of China, Fiji, Indonesia, Jamaica, Republic of Korea, Malaysia, Nepal, Vanuatu, Kiribati and Sri Lanka participated.

The seminar built on a research initiative by TAFE Directors Australia which examined the cost-benefit analysis and returns from additional investment in vocational education and training in Australia. The discussions focused on understanding the socio-economic priorities for TVET, the enablers and barriers to investment in TVET, and research-oriented actions to address these barriers. Eight country presentations contributed to building an understanding of financing structures and key national and sub regional agendas that influence further investment in TVET.



Sydney, Australia



Magdeburg, Germany

## 7th BIBB Congress on “Structuring Vocational Education and Training in a more Attractive Way”

18 and 19 September 2014, Berlin, Germany

This congress considered the pathways between TVET and higher education, taking into account the importance of lifelong learning. The two-day event, organized by the Federal Institute for Vocational Education and Training (BIBB), was attended by approximately 800 participants from various levels of government, social partners, secondary schools, higher education and industry. Representatives from CEDEFOP and the German Association of Chambers of Commerce and Industry were also present.

The congress emphasized the need to make TVET systems more flexible and develop and enhance pathways to higher education. UNESCO-UNEVOC staff took the opportunity to discuss its knowledge-development and management activities, including programmes organized through the UNEVOC Network. The congress provided an ideal platform for different stakeholders to meet and discuss future TVET developments in light of the post-2015 development agenda.

## Second International Conference on TVET in the Caribbean

13 to 15 May, 2015, Montego Bay, Jamaica

As a follow-up to the Global Forum on Skills for Work and Life Post-2015 held in Bonn, Germany, the Second International Conference on TVET in the Caribbean discussed the development of TVET in the region, and focused on the integration of STEM into TVET. Ten UNEVOC Centres from Trinidad and Tobago, Belize, Grenada, St Vincent and the Grenadines, Jamaica, Antigua and Barbuda, Barbados, St Kitts and Nevis, and St Lucia participated in the three-day conference.

The conference was co-organized by the HEART Trust National Training Authority and University of Technology, in cooperation with UNESCO Kingston Cluster Office for the Caribbean, the Caribbean Association of National Training Agencies, the Ministry of Education of Jamaica and the University of the West Indies (UWI) Mona School of Education.

The conference shared experiences and promising practices, and one of the key messages was the importance of integrating STEM into TVET to strengthen approaches for young people's transition to employment. Participants also discussed regional priorities including the vocationalization of higher education in the Caribbean and the development of regional standards and a qualifications framework. The conference, with support from UNESCO-UNEVOC, was instrumental in mapping regional and network strategies to implement the lessons learned at the Global Forum.

## International Symposium on TVET Personnel

25 to 25 November 2015, Magdeburg, Germany

The international symposium examined the essential role TVET personnel play for international cooperation in sustainable development. In collaboration with the City of Magdeburg, the UNEVOC Centre 'TVET for Sustainable Development' in Germany, comprising the GIZ Academy for International Cooperation unit (Competence Development in TVET), the University of Magdeburg and Fraunhofer Institute for Factory Operation and Automatization, organized the two-day event attended by ninety people.

Participants from Asia, the South Caucasus region and Germany looked at current requirements for qualifications for TVET personnel, and discussed developments and opportunities concerning the professionalization of TVET personnel in international cooperation. The symposium highlighted greening TVET initiatives and provided insights into the emerging field of green jobs.



# Capacity Development Projects

In 2015 UNESCO-UNEVOC encouraged members of the UNEVOC Network to submit proposals for projects that address contemporary issues and challenges in TVET in their cluster or region. The projects will enable UNEVOC Centres to facilitate TVET transformations through a bottom-up approach. Forty-two UNEVOC Centres from thirty-four countries submitted proposals that were evaluated based on their thematic content and projected impact, cluster or regional outreach, and relevance to the mandate of the UNEVOC Centre. As of December 2015, the following projects have been implemented.

## Training of Trainers in Biotechnology in Agriculture

India

The National Institute of Technical Teachers' Training and Research and the Vivekananda Institute of Bio-technology in India implemented a capacity-development project to develop training of trainer modules and instruct trainers to use biotechnology in agriculture. Fourteen teachers and trainers from UNEVOC Centres and their associate institutions in Botswana, Cambodia, Myanmar, Nepal, India, Thailand, Philippines and Sri Lanka were trained over the course of two weeks in Kolkata, India, and in the future the project aims to increase the number of trainers to use biotechnology in rural-based agriculture in the South Asian and South-East Asian regions.

The long-term aims and outcomes of the programme support and are in line with UNESCO's Global Action Programme on Education for Sustainable Development (ESD).

## ICT competencies for TVET teachers

Madagascar

The Higher Institute of Technology of Antsiranana and the National Institute for Professional Training in Madagascar implemented a capacity-development project to enhance the information and communication technology (ICT) competencies of TVET teachers. The project engaged twenty-six teachers from several national training institutes to develop training manuals for selected ICT trades and set up an online platform to enable online learning. Teachers who completed the consolidation workshop were awarded a certificate. In the framework of sharing expertise and experiences, staff from the Technical School of Nkolbisson, a UNEVOC Centre in Cameroon, attended the workshop online.

Skills  
for work  
and life  
Post-2015

# Global Forum: Skills for Work and Life Post-2015

14 to 16 October 2014, Bonn, Germany



Over 200 delegates from seventy-one UNESCO Member States, including eighty participants from sixty-two UNEVOC Centres, convened at the United Nations Campus in Bonn, Germany, to discuss the role of technical and vocational skills in addressing two major global challenges on the post-2015 development agenda: making young people employable and achieving sustainable development. Broadly speaking, the Forum:

- Contributed to and informed the global debate on the vital topics of young people, skills and greening TVET in the context of the post-2015 development agenda
- Engaged multiple stakeholders in identifying concrete and coherent global directions, policy measures and programmatic interventions in the areas of youth employability, skills development, and greening skills and competencies through TVET
- Shared cross-regional, multistakeholder, multilevel perspectives and drew on an analysis of the results to map a global TVET outlook beyond 2015
- Elaborated on concrete future interventions through network and partnership platforms, in particular the UNEVOC Network

UNESCO-UNEVOC organized the global forum, with support of the German Federal Ministry for Economic Cooperation and Development (BMZ), the Ministry of Education and Research (BMBWF), BIBB, GIZ, the German Foreign Office and the National Commission for UNESCO. The three-day event brought together international experts from various organizations and UN agencies, policy-makers, practitioners, researchers, the private sector, social partners, youth representatives and members of the UNESCO TVET community from Headquarters and Field Offices.

The Global Forum facilitated the sharing of expertise and experience, and discussed nine promising practices from the UNEVOC Network. The Global Forum also provided the opportunity for six members of DIDACTA (the trade association for the German education industry) and eleven German institutions to showcase the German TVET system, social partnerships and in-company training models through an exhibition. The Global Forum facilitated five study visits to public institutions and private companies, which provided participants with unique perspectives on training practices.

The resounding messages from the forum were that there is a need to take an integrated view of TVET and that policy must reflect a coherent vision for TVET in which the notion of skills for both life and work is well articulated. The forum concluded with three recommendations:

1. Promote a transformative vision of TVET to enable the education and training sector to contribute to skills development for the world of work and life. Skills are not only necessary to develop employability, productivity and competitiveness, but also support community development, social cohesion and addressing environmental issues
2. Transformative TVET should address socio-economic and environmental challenges through an integrated approach that takes into account the interlinkages between economic, social and environmental factors
3. Revitalize efforts to develop labour market intelligence systems to identify the future skills requirements to aid the transition towards sustainable economies and societies





UNESCO-UNEVOC's

# Green T

“COP21 has created a momentum in changing peoples' minds and preparing them to embrace the economic and life-style adjustments we all need to make to preserve human life on the planet.”

*UNESCO Director-General Irina Bokova, Paris, France*



A transformative vision of TVET contributes to sustainable development by empowering individuals, economies and communities to become actors for change. UNESCO-UNEVOC advocates the greening of TVET institutions, embracing economic, societal and environmental dimensions in line with the overall goal of sustainable development. Greening TVET is based on a 'whole-institutional' approach which targets the incorporation of sustainable perspectives into pre-employment education and training, learning in the workplace and further training, while meeting the needs of industries, individual learners and the communities served.

UNESCO-UNEVOC assists Member States in transforming TVET systems to be more adaptable to the changing societal and economic patterns by developing the institutional capacities of the UNEVOC Network through advocacy programmes and related activities, and by facilitating knowledge exchange and resource development.



## Decade of Education for Sustainable Development and launch of the new Global Action Programme on Education for Sustainable Development (ESD)

10 to 12 November 2014, Nagoya, Japan

The World Conference on ESD closed the Decade of Education for Sustainable Development and sets out a new Global Action Programme (GAP) which identifies five priority actions: advancing policy, transforming learning and training environments, increasing the capacities of educators and trainers, empowering and mobilizing young people, and accelerating sustainable solutions at the local level.

UNESCO-UNEVOC, in collaboration with the Inter-Agency Working Group on Greening Skills and TVET (IAWG) and the Mauritius Institute for Training and Development, a UNEVOC Centre, organized a session that mobilized stakeholders and discussed the role of TVET in green economic and societal transitions. Sixty participants participated in the session and elaborated on the skills requirements for supporting the transition towards green economies and societies. The discussions focused on the role of TVET in implementing the priorities set forth in the GAP and emphasized the importance of a whole-institutional approach to greening TVET.

The session deliberated on ways to mainstream ESD into policies, promote teacher training and local community actions, analyse the links between skills development and the labour market, and develop curricula that incorporate green TVET and skills in classroom and work-based education and training. The final report on the Decade of Education for Sustainable Development recognized

UNESCO-UNEVOC's contributions to greening TVET.

## Greening TVET practical guide for institutions

21 to 22 September 2015, Bonn, Germany

Experts from Canada, the United Kingdom, Malta and Spain, and representatives from partner institutions working on sustainable development and climate change issues, met to review UNESCO-UNEVOC's draft Greening TVET guide for institutions. The experts examined and reviewed the structure and content of the draft guide and provided insightful feedback on social, economic, environmental and cultural drivers of sustainable development in TVET.

The guide will support Member States to promote sustainable development practices in TVET institutions and develop reference documents for the greening of institutions, research, curricula, community and culture. The guide serves as a main basis for organizing capacity-development training for leaders and principals on implementing the greening of TVET and aims to enhance the capacities of UNEVOC Centres to apply greening TVET approaches and tools in their activities. The guide supports the transformation of teaching and learning environments and is consistent with the implementation of UNESCO's GAP on ESD.



## Conference of the Parties 21

30 November to 12 December 2015, Paris, France

UNESCO-UNEVOC, in collaboration with UNESCO, French ministries, the Asian Development Bank (ADB), ILO, and with the IAWG on Greening TVET, organized a number of side-events at Le Bourget in Paris to the Twenty-First Conference of the Parties (COP21) on the UN Framework Convention on Climate Change (UNFCCC). They focused on the important role that education, and in particular TVET, plays in the greening of skills for a sustainable future. The topics addressed at the side-events included issues related to climate change and the importance of achieving the targets of COP21, and skills development interventions which contribute to the COP21 agenda.

UNESCO and UNESCO-UNEVOC's participation at COP21 facilitated the sharing of international, regional and national projects and outcomes related to advancing green skills development to meet the needs of current and future green jobs. Through various side-events, participants took away strategic messages and lessons for developing and implementing integrated and aligned policies, strengthening the capacity development of decision-makers including leaders, teachers and education managers, and ensuring adequate financing for green skills development.



# Other Activities

## Inter-agency Working Group on Greening TVET and Skills

IAWGs provide a platform for coordinating the work of UNESCO with other international TVET partners. A working group under IAWG, the Inter-Agency Working Group on Greening TVET and Skills, fosters exchange among UNESCO, ILO, the Organisation for Economic Co-operation and Development (OECD), ADB, the European Training Foundation (ETF), CEDEFOP and the UN Institute for Training and Research (UNITAR) and cooperates on thematic issues, particularly TVET, skills development and the green transformation of society and the economy. During the biennium, the IAWG on Greening TVET met during the Global Forum in November 2014 in Bonn, Germany and held a meeting during COP21, on UNESCO's Education Day in December 2015. These meetings helped members stay abreast of the local and global initiatives and together they created opportunities for facilitating public understanding of green skills and TVET through debate around these issues, capacity development and knowledge-sharing.

## International Trade Fair on Water

5 to 7 May 2014, Munich, Germany

This trade fair provided participants with an opportunity to learn about promising practices in addressing water-related issues and find links between water and energy. Five UNEVOC Centres from Costa Rica, Malawi, Morocco, Nigeria and Sri Lanka participated in the three-day event organized by, among other partners, the Federation of the German Waste, Water and Raw Materials Management Industry and the German Association for Water, Wastewater and Waste.

UNESCO-UNEVOC contributed to one of the sessions and presented information on new approaches in greening TVET which emphasized the link between integrated environmental and skills development strategies and the projected contribution to sustainable development. UNESCO-UNEVOC's contributions facilitated knowledge and expertise-sharing and a visit to the Gut Grosslappen Wastewater Treatment Plant in Munich provided UNEVOC Network members with an opportunity for practical observation of green industry-based practices and technologies.



## First Global Forum on Green Economy Learning

16 to 18 December 2015, Paris, France

The forum provided a platform for information exchange, experience-sharing and the coordination of green economy learning. Eight UNEVOC Centres from Armenia, Canada, Grenada, Paraguay, Tunisia, Nigeria and the Philippines attended the three-day forum organized by the Partnership for Action on Green Economy, together with UNESCO-UNEVOC, the Green Growth Knowledge Platform and OECD. The forum convened approximately sixty policy-makers, development partners, and representatives from education and training institutions, NGOs and business associations.

UNESCO-UNEVOC organized a workshop on green skills integration in TVET programmes, and UNEVOC Centres presented material on initiatives and programmes contributing to learning skills for the green economy. The presentations highlighted the need for systematic reforms, leadership involvement and cultural change outside and within learning institutions in order for TVET systems to contribute to the 2030 Agenda for Sustainable Development. The presentations also showcased how local community and partner involvement in greening programmes increased local awareness of learning for the green economy and the need to promote sustainable development.





# UNESCO-UNEVOC's action for ICT in TVET

A transformative vision of TVET provides lifelong learning opportunities to all, regardless of their gender or background. UNESCO-UNEVOC promotes the use of ICT in TVET to facilitate the provision of education and training opportunities, enhance quality and access and improve the delivery of learning. ICT in TVET plays an important role in ensuring lifelong learning opportunities, facilitating the transition to green jobs and enhancing people's participation in society.

UNESCO-UNEVOC assists Member States in fostering the development and use of ICT in TVET through its various online services, by developing the institutional capacities of the UNEVOC Network through advocacy programmes and related activities and by facilitating knowledge exchange and resource development.



*“ We reaffirm that lifelong learning is the guiding principle to enhance individuals’ knowledge, skills and competences for work and life. We recommend that ICT be used to deliver education and training, including technical and vocational education and training, in both formal and non-formal settings, at all times and in all places, as it can improve and diversify learning pathways, improve quality, and further reach vulnerable and underserved groups including rural youth and adults, women and girls, out-of-school youth, and people with disabilities. ”*

*Qingdao Declaration, Qingdao, Republic of China*



## eLearning Africa

20 to 22 May 2015, Addis Ababa, Ethiopia

This conference discussed the links between technology developments and education, and provided a platform for sharing promising practices and expertise. Fifteen UNEVOC Centres from Africa, Asia and the Pacific, Europe and North America participated in the three-day event co-organized by the African Union and hosted by the Government of Ethiopia.

The conference convened education professionals involved in designing, providing, financing, certifying and managing education in Africa. UNESCO-UNEVOC organized two pre-conference workshop sessions which facilitated knowledge and experience-sharing, and informed participants about UNESCO-UNEVOC's online services. The sessions also provided UNEVOC Centres with the opportunity to share promising practices regarding preparing teachers and trainers to use digital media effectively in TVET. Ten case studies from African countries benchmarked homegrown and institution-based practices to be implemented in other countries in the region, and the sessions provided feedback and input that will be used to develop UNESCO-UNEVOC's Position Paper on the use of ICT in TVET.



Qingdao, Republic of China

## International conference on ICT and Post-2015 Education

23 to 25 May 2015, Qingdao, Republic of China

The International Conference on ICT and Post-2015 Education facilitated interaction between the education and ICT sectors and provided a platform for TVET stakeholders to discuss sector-wide strategies for integrating ICT into countries' education agendas. UNESCO organized the conference with support from the Chinese Education Ministry, the Wei Dong Group, OECD and UN Women.

UNESCO-UNEVOC convened a session on building lifelong learning pathways, drawing insights from policy, educational institutions and industry. The session, organized in cooperation with Bosch Rexroth and FESTO Didactics, brought valuable insights from the private sector and informed participants about ICT-enhanced interventions supported by the industry.

The recommendations put forward in the Qingdao Declaration, signed by fifty ministers and heads of delegation, reflected the outcomes of the session. They stress the need for access and inclusion, open educational resources, quality, lifelong learning pathways, innovation, monitoring and evaluation, accountability, the recognition of online learning, and international cooperation. A reflection of one of the outcomes of UNESCO-UNEVOC's session, the declaration calls for ICT to be used to deliver TVET in formal and non-formal settings, in order to improve and diversify learning pathways, the quality of programmes, and access for vulnerable groups.



Berlin, Germany

## Online EDUCA Berlin

30 November to 2 December 2015, Berlin, Germany

Online EDUCA Berlin offered a unique international exchange platform for issues related to education, training and technology. Staff from ten UNEVOC Centres in Jamaica, Lebanon, Malawi, Malaysia, Mexico, Nigeria, Saudi Arabia, South Africa, Sri Lanka and Tanzania attended the three-day event.

The annual conference, one of the leading international conferences for technology-enhanced learning, was attended by over 2,300 participants from more than 100 countries. UNESCO-UNEVOC organized a workshop and panel discussion on the use of digital media and TVET teachers and trainers, and using technology to reduce the learning divide. UNEVOC Centres presented details of their activities, and the panel discussion considered measures that can effectively improve inclusive learning pathways in TVET through mobile learning, looking at how technology helps teachers and trainers. One of the main messages from the workshop and panel discussion was the importance of taking a blended learning approach to the introduction of ICT into vocational education.

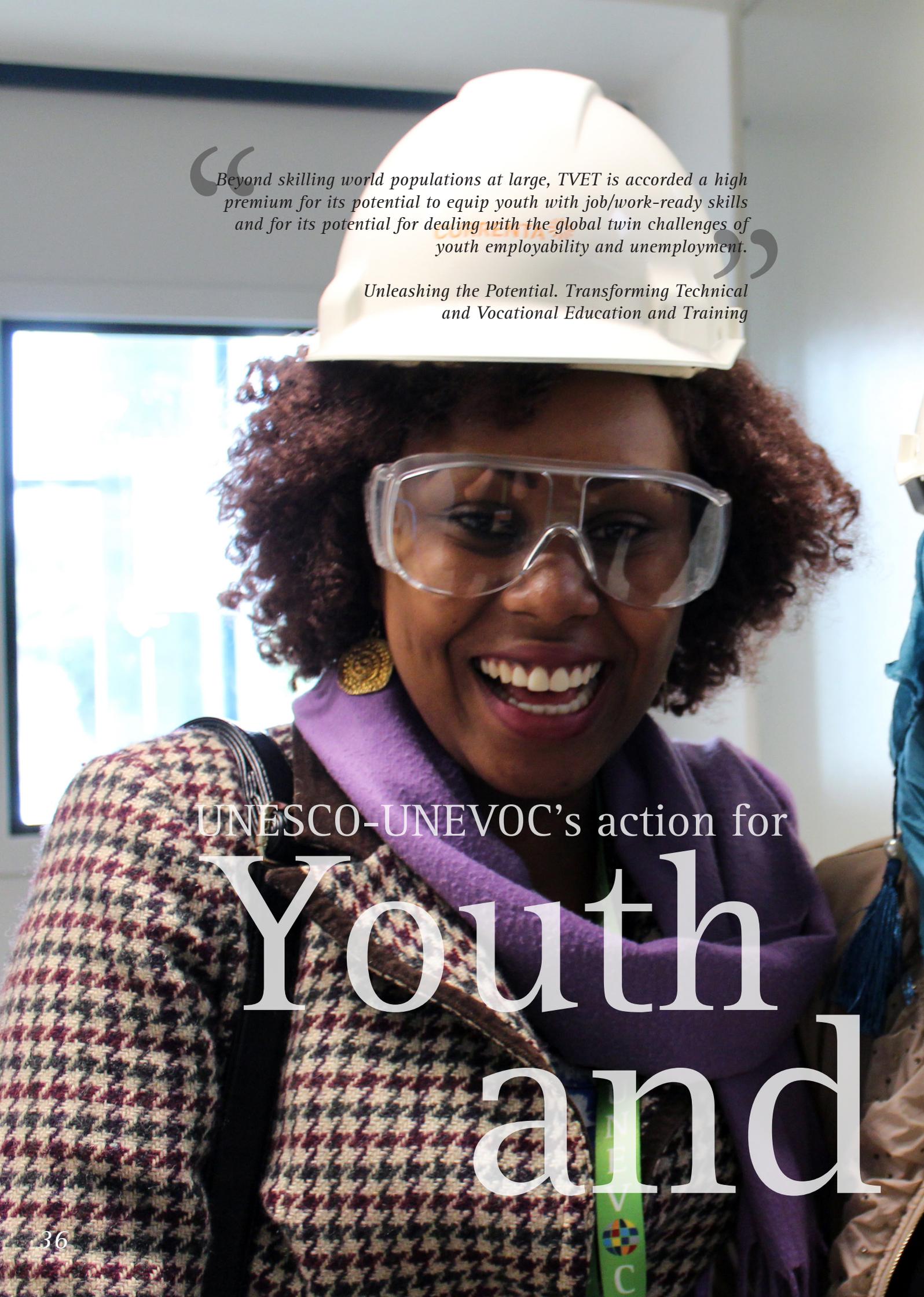


## Other Activities

### **UNESCO Mobile Learning Week 2015** 23 February 2015, Paris, France

Mobile Learning Week 2015 investigated the links between mobile technology and access to education, with particular focus on contributing to promoting gender equality in education. Staff from five UNEVOC Centres in Finland, Norway, Tunisia, the United States of America and the Philippines attended the event.

UNESCO-UNEVOC, together with the UNESCO section for Youth, Literacy and Skills Development, co-organized a number of presentations focusing on improving gender equality in skills development through ICT. Two UNEVOC Centres from the Philippines and Finland presented material on upskilling and empowering overseas Filipino workers in vulnerable work areas through online training programmes, and training the entrepreneur community in Finland.



*Beyond skilling world populations at large, TVET is accorded a high premium for its potential to equip youth with job/work-ready skills and for its potential for dealing with the global twin challenges of youth employability and unemployment.*

*Unleashing the Potential. Transforming Technical and Vocational Education and Training*

UNESCO-UNEVOC's action for

# Youth and



# Skills

A transformative vision of TVET empowers young people to contribute to sustainable development in their communities and become future leaders for change in their countries and regions. UNESCO-UNEVOC advocates, and raises awareness about the importance of providing skills development opportunities for young people. One of the causes of high youth unemployment is structural unemployment, a mismatch between the skills that workers in the economy can offer and the skills demanded by employers. TVET has direct links to the labour market and can therefore help mitigate structural unemployment by providing training programmes that match current and future labour market needs and promote entrepreneurial and innovative skills for self-employment. A transformative vision of TVET also contributes to personal development and empowers individuals to become active citizens in their communities and countries.

UNESCO-UNEVOC assists Member States in promoting skills development for young people by developing the institutional capacities of the UNEVOC Network through advocacy programmes and related activities and by facilitating knowledge exchange and resource development.

# skills *in* action

The Skills in Action Award, organized by UNESCO-UNEVOC, is given to individuals who inspire others and who have acted as ambassadors for TVET in their communities. The award celebrates technical and vocational skills as a means to improve livelihoods and rewards young people's efforts to promote sustainable development in their communities. It raises awareness of the benefits of TVET, promotes TVET as a means to tackle global challenges such as poverty, youth unemployment and environmental degradation, and provides young people with the opportunity to demonstrate their skills to the rest of the world.

'The exposure I gained through TVET has transformed me into an outgoing, creative and open-minded individual. I developed a spirit of tenacity and a passion for excellence; this allows me to stay motivated and become excited about challenges. I revel in the beauty services industry because the wide scope allows me to operate in a range of areas, whether hair, skin or nails. Creativity is a major pillar supporting the beauty services and this is an avenue that I use to freely express my artistic and scientific abilities. The industry is fed by trends and is ever changing; this encourages me to pursue lifelong learning in order to remain relevant.'



**Alia Wedderburn**  
Jamaica  
Beauty services practitioner  
and instructor  
1st Place Winner

'Without the skills I have learned, I would be forced to live my life under the constraints that are the destiny of a rural woman in my area. I would be without any power and without the capacity to do any work. The skills I have learned have turned me into an entrepreneur and have enabled me to earn my living independently. I have used the training I have in stitching and enterprise development to set up my own business centre where villagers and I get orders directly from the markets in Karachi and other major cities for tailoring and embroidery crafts. Because people have seen my success, they have seen that working doesn't bring any harm to women, it instead gives them money and respect and confidence.'



**Asma Ahmad Sheikh**  
Pakistan  
Entrepreneur and community  
training centre owner  
2nd Place Winner

'Growing up I always wanted to be a builder. I've always loved working with my hands, building things and solving problems. I've always strived for excellence, constantly bettering myself, honing and improving my skills in all aspects of my life, from skilled work on site to communication with others. I may be a carpenter by trade, but what I most enjoy when I'm at home is to go into the garage and practise my timber joinery skills. Pushing myself creatively and skills-wise, sometimes just to play around and have fun, some of my works don't always work but I know what to do differently next time. I push myself as far as my mind will go, not how far my body will go. It helps me to build good mental strength which in turn helps me to keep a positive attitude in times when life gets tough, or I'm faced with a difficult challenge.'



**Steven Jeffrey**  
Australia  
Carpentry Apprentice  
3rd Place Winner

For more stories, please visit <http://www.unevoc.unesco.org/skillsinaction/>

## Skills forecasting in the Mediterranean Region Workshop

9 to 10 June 2015, Paris France

Net-Med Youth is a three-year project funded by the European Union and implemented by UNESCO which aims to mainstream youth issues and priorities across national decision-making and policy implementation in northern African and Arab countries. A workshop convened stakeholders from around the Mediterranean region to discuss skills monitoring projects in the region.

UNESCO-UNEVOC contributed to the workshop and helped identify areas for collaboration between the different stakeholders, specifically skills anticipation and training. The involvement of the UNEVOC Network was recognized as one way of strengthening the implementation of the project.

## WorldSkills São Paulo 2015

11 to 16 August 2015, Sao Paulo, Brazil

The WorldSkills competition and conference provided an occasion for young people to showcase their skills and presented an opportunity for leaders in the TVET sector to discuss current global skills issues. The programme was attended by over 1,500 people from more than seventy countries. Representatives from nine UNEVOC Centres, in Brazil, Jamaica, Nigeria, Germany, Costa Rica, Paraguay, Colombia, Mexico and Namibia, attended the event.

Two hundred participants attended a panel discussion organized by UNESCO-UNEVOC. It focused on the importance of skills development for work and entrepreneurship, the links between skills and other key development sectors, skills development strategies, policies and training programmes effective in addressing the economic, social, environmental and political priorities of the new sustainable development agenda. Drawing on the experience of members of the Inter-Agency Group on Technical and Vocational Education and Training, the panel discussion offered insights into promising practices from around the world and provided an opportunity to exchange ideas.

A hundred delegates also attended an evening networking session organized by UNESCO-UNEVOC and SENAI, the National Service for Industrial Training in Brazil, a UNEVOC Centre.



Bonn, Germany

## World Youth Skills Day 2015

15 July 2015, Bonn, Germany

Fifty young people attended UNESCO-UNEVOC's celebration of the United Nations inaugural World Youth Skills Day at the UN Campus in Bonn. Declared in December 2014 by the UN General Assembly at the initiative of the Government of Sri Lanka, the day raised awareness of the importance of investing in young people's skills as a means of promoting employment and sustainable development. The United Nations in Bonn and New York, and dozens of UNESCO-UNEVOC Centres around the world, marked the day with their own special celebrations, and the inaugural programme at UN Headquarters in New York was simultaneously telecast in Bonn.

A panel discussion organized by UNESCO-UNEVOC considered the role of TVET in developing skills for future needs. Ms Carina Lange, the German Youth Delegate to the United Nations, and Mr Max Dolge and Ms Elena Singer, participants in WorldSkills in Sao Paulo and Leipzig respectively, took part in the panel discussion.



Sao Paulo, Brazil

A number of UNEVOC Centres joined UNESCO-UNEVOC and celebrated World Youth Skills Day by organizing activities. Here are two examples.

### Social Partnership Support Division at Vocational Education Development Department of the Ministry of Education and Science, Georgia

The UNEVOC Centre organized a cultural and traditional art skills exhibition that showcased the work of vocational students from three TVET institutions in Georgia. The exhibition featured handcrafts, traditional and historic clothing, wood artworks, felt accessories and traditional interior home design items from different regions of Georgia. Government officials from the Ministry of Education and Science, representatives of GIZ, international and local experts, professional orientation and counselling specialists, TVET students and potential applicants, TVET teachers and other stakeholders attended the exhibition.



### Yaba College of Technology and the National Board for Technical Education, Nigeria

Two UNEVOC Centres in Nigeria marked World Youth Skills Day by holding an exhibition, lectures, a youth skills competition and a panel discussion, all on the theme of youth skills. The event was attended by the Lagos state governor, the rector of the Yaba College of Technology and representatives from the private sector.



UNESCO-UNEVOC's action for

# Other themes

# TVET and heritage skills

## 39th session of the World Heritage Committee

2 July 2015, Bonn, Germany

UNESCO-UNEVOC organized a panel discussion during the thirty-ninth session of the World Heritage Committee to raise awareness of the importance of TVET and heritage skills to the preservation of cultural heritage sites and traditions. More than fifty participants attended the discussion, which examined policy and advocacy to develop new vocational training programmes and strengthen existing ones that correspond to the skills needs of the heritage sector. The event also elaborated on institutional capacity-building and knowledge-sharing to enhance North-South-South and South-South cooperation in the provision of heritage skills education. The panellists shared promising practices from different parts of the world related to skills for heritage.

Seven UNEVOC Centres from Namibia, Jamaica, Sri Lanka, Georgia, Malta, Saudi Arabia and Iran offering relevant vocational training programmes on heritage preservation were invited to share their experiences and learn from other international projects and experiences on this issue. The panellists emphasized the importance of TVET for the heritage sector and the fact that skills for heritage are just as much a cultural and social issue as they are an economic, employment, entrepreneurial and sustainable development issue.

## International Conference on Urban Conservation

1 to 3 December 2015, Kuwait City, Kuwait

This conference focused on the possibilities and challenges countries face integrating heritage conservation into future training provisions and programmes. Two UNEVOC Centres from Egypt and Georgia participated in the three-day event organized by UNESCO's World Heritage Centre and the National Council for Culture, Arts and Letters in Kuwait.

UNESCO-UNEVOC presented the findings of UNESCO-UNEVOC's panel discussion held during the thirty-ninth session of the World Heritage Committee and UNESCO-UNEVOC's virtual conference on skills for the creative industries organized by the TVeT Forum from 29 September to 10 October 2014. The conference enabled UNEVOC Centres to share their experiences and expertise and one of its outcomes was the development of a number of proposals centred on identification and documentation, capacity-building and raising awareness of the importance of conserving heritage.



# Policy development

## Global Education and Skills Forum

14 to 17 March 2014, Dubai, United Arab Emirates

The Global Education and Skills Forum provided a platform for exchange between representatives of government, NGOs and business leaders to strengthen ties and engage the private sector in the field of education. UNESCO and the UAE Ministry of Education, GEMS Education, the Varkey GEMS Foundation and Dubai Cares organized the forum in support of the UN Secretary-General's Global Education First Initiative. The initiative has three priority areas and aims to ensure that every child has access to education, enhance the quality of education and foster global citizenship.

UNESCO-UNEVOC contributed to a panel discussion on youth skills development strategies. The panel discussion successfully highlighted opportunities and obstacles encountered by developed and developing countries with regard to youth skills development and looked at the economic, social, educational and technological imperatives that lie behind the growing attention being given to TVET.

## Joint expert meeting on the UNESCO Recommendations concerning Adult Learning and Education and Technical and Vocational Education

27 and 28 May 2014, Hamburg, Germany

UNESCO-UIL in Hamburg, Germany, hosted an expert meeting on the Revision of the UNESCO Recommendations concerning adult learning and education and technical and vocational education and training. Jointly organized by UIL, UNESCO-UNEVOC and the UNESCO Section for TVET, the meeting brought together approximately thirty experts. Five UNEVOC Centres from Costa Rica, Germany, Ivory Coast, Jordan and the Russian Federation participated in the meeting. Other members of the expert group included representatives from the ILO, Education International, the International Organization of Employers, and Junior Chamber International.

The meeting developed and discussed the draft revised text of both Recommendations, and elaborated on the links between the two texts.



# UNESCO-UNEVOC's action for Knowledge

A transformative vision of TVET requires innovation and the sharing of new ideas regarding contemporary issues related to TVET. UNESCO-UNEVOC promotes knowledge development and production activities that introduce new perspectives on global TVET debates, and in 2014 and 2015 engaged UNEVOC Centres to conceptualize and develop collaborative research projects, and strengthen the Promising Practices Database.

## Collaborative research

### Return on Investment in TVET in the Asia and the Pacific region

This collaborative research project, undertaken by NCVET in Australia, together with UNESCO-UNEVOC, KRIVET in the Republic of Korea, and the University of Sheffield in the United Kingdom, explores the return on investment (ROI) in TVET in the Asia and Pacific region.

The research project aims to identify the nature of private and public economic benefits from investment in training, and understand how TVET can potentially contribute to wider social benefits including social inclusion, crime reduction and general health and well-being. The research investigates:

- Appropriate definitions and indicators needed to measure ROI in multiple dimensions and from the point of view of various stakeholders
- A methodology for measuring investment in TVET from existing international studies
- A methodology and timelines to measure ROI

One of the envisaged outcomes of the collaborative research project is the development of an ROI framework that includes meaningful indicators and measures to make it applicable for countries worldwide. Several UNEVOC Centres in the Asia and the Pacific region will be involved in testing the framework to ensure its validity, and developing capacities in evidence-based policy development in TVET.

### BIBB leads research on Work-Based Learning

BIBB and UNESCO-UNEVOC are undertaking a collaborative research project designed to support the creation of a comparative knowledge base on the character and relevance of work-based learning in different contexts. Work-based learning refers to the acquisition of knowledge and skills through carrying out tasks in a vocational context, either at the workplace or in a TVET institution. Conceptualized in November 2015, the project systematically reviews the current state of research in the field of work-based learning in relation to TVET.

It is hoped that the project will continue and expand capacity-building and knowledge development activities in the UNEVOC Network on the topic of work-based learning.



# Development

## Promising Practices Database

### Promising Practices



The Promising Practices Database presents information on effective and innovative programmes and initiatives from different TVET areas and regions. The aim of the database is to share knowledge – success stories – of established innovative practices that have proven to be effective and that promote TVET in some profound way, either in a particular TVET subsector or at local, regional or national level. Other aims of the database include encouraging local, national and regional cooperation in TVET and promoting the role of TVET in the world of work and sustainable development.

Information on these practices has been assessed by TVET experts using a conceptual framework specifically developed for identifying and analysing promising practices. This framework consists of six criteria representing important indicators:

- Impact
- Innovation and creativity
- Knowledge base
- Stakeholder engagement
- Monitoring and evaluation
- Efficiency

[www.unevoc.unesco.org/promising-practices](http://www.unevoc.unesco.org/promising-practices)

A transformative vision of TVET requires stakeholders to be aware of what needs to be addressed at the national and regional levels. During the biennium, UNESCO-UNEVOC expanded and developed its knowledge-management and resource-development activities to empower users to share their experiences and knowledge, with the aim of enabling stakeholders to become knowledgeable on global TVET debates and realize the advantages and disadvantages of TVET practices and systems around the world.

## Publications

This list includes publications by UNESCO-UNEVOC and work in which UNESCO-UNEVOC collaborated with other UNESCO offices and organizations.

To view more of UNESCO-UNEVOC's publications, please visit <http://www.unevoc.unesco.org/publications>

### Shanghai Updates: Follow-up on the Third International TVET Congress

UNESCO's Youth, Literacy and Skills Development Section and UNESCO-UNEVOC publishes Shanghai updates to inform stakeholders about the progress made by UNESCO and UNESCO-UNEVOC since the Third International TVET Congress, and to provide information on how UNESCO is following up on the recommendations made by Member States in Shanghai. During the biennium, the second, third and fourth issues of the Shanghai Update newsletter were published in March 2014 and May and November 2015.



### Global Forum Report: Global Forum on Skills for work and life: post-2015

This report documents the important discussions that took place during the Global Forum on Skills for Work and Life Post-2015 held in Bonn, Germany, from 14 to 16 October 2014. The discussions informed and stimulated the global debate on TVET in the post-2015 agenda, and the report encapsulates the manner in which the Forum made use of cross-regional networking and partnerships and synergies between UN agencies. ISBN online: 978-92-95071-76-6

UNESCO-UNEVOC's action for  
**Knowledge**

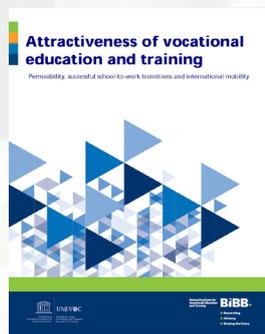


## Enhancing Relevance in TVET – Review of Progress in the Asia-Pacific since 2012

The TVET Progress Review reflects on the steps taken in Asia and the Pacific in line with the recommendations of the Third International Congress on TVET in 2012. The review provides an insight into the progress made and remaining challenges in ensuring the relevance of TVET. Additionally, it examines the state of TVET in the region, and provides recommendations for transforming TVET to contribute to sustainable development.

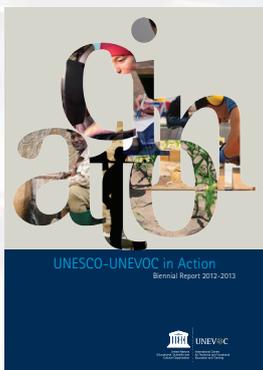
ISBN online: 978-92-9223-539-0

ISBN print: 978-92-9223-538-3



## Attractiveness of vocational education and training

This is a bibliography, jointly published by UNESCO-UNEVOC and BIBB, which focuses on issues related to international mobility, transfer and transitions in TVET, and their role in increasing TVET's attractiveness. The bibliography includes available literature such as articles, books, government reports, UN agency documents, donor community reports, and other sources published from 2009 onwards.



## UNESCO-UNEVOC in Action 2012-2013

This biennial report provides a comprehensive overview of UNESCO-UNEVOC's activities in TVET in 2012 and 2013.

ISBN: 978-92-95071-65-0

ISBN online: 978-92-95071-66-7

# Management

# Informing the global debate

## Virtual conference

In addition to the ongoing discussions on the UNEVOC TVeT Forum, UNESCO-UNEVOC organized six virtual conferences during the biennium. Attracting in total more than 1,000 participants, the moderator-driven discussions encouraged focused dialogue on crucial themes in TVET, and aimed to gather valuable input from the TVeT Forum and the wider TVET community. Virtual conference synthesis reports are available online on the UNEVOC website. They summarize the discussions and provide additional background information on the themes, including case studies and promising practices.

In 2014–2015, six virtual conferences were organized:

- **Revising the 2001 Recommendation concerning Technical and Vocational Education** (1 to 14 April 2014) Moderated by Mr Simon McGrath, 199 participants from 68 countries
- **Vocational Pedagogy** (12 to 26 May 2014) Moderated by Mr Bill Lucas, 197 participants from 65 countries
- **Skills for creative industries** (29 September to 10 October 2014) Moderated by Mr Paul Collard, 153 participants from 64 countries
- **Delivering TVET through Quality Apprenticeships** (15 to 26 June 2015) Moderated by Ms Alessandra Molz, 229 participants from 70 countries
- **UNESCO TVET Strategy 2016–2021** (28 September to 3 October 2015) Moderated by Mr Mike Campbell, 165 participants from 57 countries
- **Greening TVET in the context of global climate change policy developments** (2 to 13 November 2015) Moderated by Mr Nick Sofroniou, 130 participants from 57 countries

# Online services

UNESCO-UNEVOC's online services facilitate the dissemination and sharing of knowledge throughout the UNEVOC Network and the wider TVET community worldwide. Throughout the years, the Centre has continuously improved its online communication tools to enable TVET policy-makers, researchers and practitioners from around the globe to access valuable information and inform global TVET debates. UNEVOC Centres play an important role in the development of the online services, and during the biennium UNESCO-UNEVOC engaged with the UNEVOC Network to expand and strengthen the services.

<http://www.unevoc.unesco.org/go.php?q=UNEVOC+Resources>

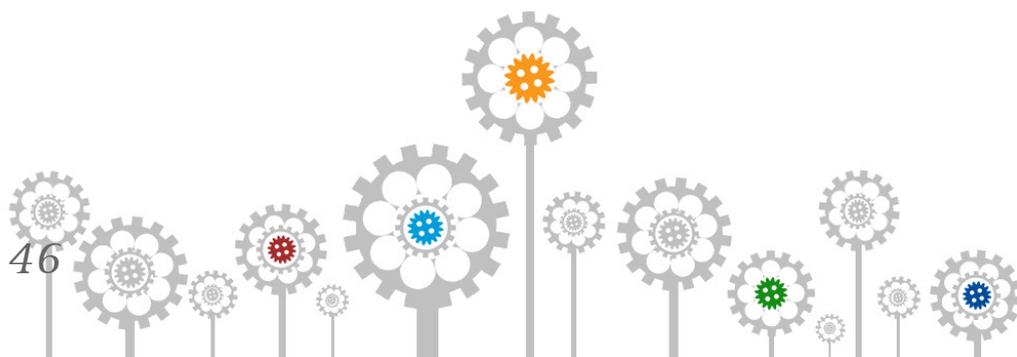
## Website

The UNESCO-UNEVOC website has details of all of the Centre's online resources, the UNEVOC Network portal and publications, plus news articles on the Centre's activities and international TVET developments. The entire website is offered in English, French and Spanish, and overview pages with contact information, information materials and publications are also available in Arabic, Chinese and Russian.

## Social media

UNESCO-UNEVOC's Facebook, Twitter and YouTube pages share information on the International Centre's activities and promote its work. A particular highlight has been the development of a video in 2015 on UNESCO-UNEVOC's activities and services, entitled UNESCO-UNEVOC – Promoting Learning for the World of Work. The video provides a comprehensive overview of the International Centre's structure and activities, and in particular gives an insight into the workings of the UNEVOC Network.

[www.twitter.com/UNEVOC](http://www.twitter.com/UNEVOC)  
[www.facebook.com/UNEVOC](http://www.facebook.com/UNEVOC)  
[www.youtube.com/UNEVOC](http://www.youtube.com/UNEVOC)





## World TVET Database

The World TVET database provides concise, reliable and up-to-date information on TVET systems around the world. Country reports help TVET officials, experts, stakeholders, researchers and students to learn about trends and challenges in TVET systems around the world. Country reports are compiled from a variety of national and international sources, and have been validated by UNEVOC Centres or other TVET national authorities.

In 2014 and 2015, the World TVET Database added twenty-five country reports, and as of the end of 2015 the database contained eighty validated country reports. Another improvement has been the development of PDF versions of the country reports, enabling users to easily download and print the country reports. All PDF versions of the reports are available in English, and some are also available in Arabic, Chinese, French, Spanish or Russian.

[www.unevoc.unesco.org/worldtvetdatabase](http://www.unevoc.unesco.org/worldtvetdatabase)



## TVeT Forum

The TVeT Forum (formerly the e-Forum) is a virtual community of TVET experts from around the world. Members hold discussions, share knowledge and experiences on relevant issues for TVET policy-makers, researchers and practitioners, announce international conferences and workshops, and inform colleagues about publications and other resources.

During the biennium, the TVeT Forum membership and the number of discussions taking place increased substantially. At the end of 2015, the TVeT Forum had 4,260 members from more than 180 countries, an increase of 27 per cent over the previous biennium. Members come from a variety of professional backgrounds including academia, policy and practice. In 2014 and 2015 over 3,300 messages were distributed.

<http://www.unevoc.unesco.org/tvet-forum>

## TVETipedia

TVETipedia is an online glossary of terms commonly used in TVET. The definitions are compiled from a wide range of resources including glossaries, reports, academic articles and normative instruments published by national, regional and international stakeholders.

As of March 2014, the TVETipedia database had added over 200 terms and approximately doubled the number of definitions. At the end of 2015, the TVETipedia glossary contained over 1,000 definitions on 600 terms. TVETipedia now also includes a number of Further Reading articles that explain key terms by providing additional literature and information. The glossary is also integrated into UNESCO-UNEVOC's other online services including the World TVET Database and the TVeT Forum, providing users with easily accessible definitions of TVET terminology used in reports and daily discussions.

[www.unevoc.unesco.org/tvetipedia](http://www.unevoc.unesco.org/tvetipedia)



# Partnershi and internati

A transformative vision of TVET requires international collaboration and finding synergy between national, regional and international policies. Sustainable development encompasses economic, social and environmental considerations, and for TVET to make a meaningful contribution to the transition to sustainable development it needs to involve numerous stakeholders, from international organizations to the public and private sector and communities.

During the biennium, UNESCO-UNEVOC sought to collaborate with regional and international organizations to coordinate policies for inclusive and equitable quality skills development. Key to UNESCO-UNEVOC's activities was its close collaboration with UNESCO and other regional and international organizations, as well as the host country Germany and in particular BMBF and BMZ.

## Synergies within UNESCO



### UNESCO's 38th General Conference

5 November 2015, Paris, France

The General Conference takes place every two years, and sets the policies and main lines of work of UNESCO as well as deciding on programmes and budget. UNESCO's Thirty-Eighth General Conference convened representatives of the Member States and Associate Members, together with observers for non-Member States, intergovernmental organizations and NGOs. The General Conference determines the policies and the main lines of work of the Organization.

UNESCO-UNEVOC contributed to a high-level seminar on technical and vocational education and training which was organized in the sidelines of the Thirty-Eighth General Conference by the Friends of TVET, a Swedish-led informal network to support UNESCO's work in TVET. The seminar on green and gender-equal TVET was attended by the UNESCO Director-General and several ministers and stakeholders, and shared experiences and lessons learned concerning challenges to TVET in the post-2015 agenda, emphasizing the importance of attaining green growth and gender equality. In particular, the seminar highlighted the relevance of the SDGs and particularly SDG 4.

The General Conference also examined and adopted UNESCO's normative instrument on TVET, the Recommendation concerning technical and vocational education and training, with suggestions to involve the UNEVOC Network in the Member States in its implementation. The high-level seminar complemented these guidelines by creating a platform to understand how the Network works and its potential in national TVET implementation. The Thirty-Eighth General Conference also adopted the Recommendation on adult learning (ALE).

# Professional collaborations

© Flickr/Dean Hoelmann

## CEDEFOP and UNESCO enhance collaboration

5 to 6 May 2015, Paris, France

CEDEFOP, UNESCO and UNESCO-UNEVOC are working together in the IAWG on TVET and have collaborated on issues related to qualifications frameworks, work-based learning and green skills. For example, the three institutions collaborated during the second Green Skills Forum 2014. Organized by OECD and CEDEFOP, the forum brought together over ninety experts, researchers, economists, government advisers, employment and policy analysts, and social partners, and successfully explored the links between skills, knowledge needs and inclusive green growth.

The meeting in Paris explored the possibilities for future cooperation on improving the image and attractiveness of TVET and additional issues such as learning outcomes, entrepreneurship and key competences.



# Activities with regional and international partners

## Regional conference on ensuring TVET quality

1 to 2 April 2014, Jakarta, Indonesia

This regional conference provided a platform for policy-makers, TVET practitioners from the public sector, Association of Southeast Asian Nations (ASEAN) institutions and the business community to exchange promising practices in TVET and discuss forthcoming opportunities for collaboration through ASEAN. Approximately 200 delegates attended the two-day conference organized by the Indonesian Ministry of Education and Culture and BMZ.

UNESCO-UNEVOC participated in the regional conference and shared experiences during a session regarding the implementation of TVET reform for social and economic development in light of the dual-system approach. The session facilitated the identification of possible areas for cooperation to steer the development of quality standards for TVET.

## Workshop on transition to adulthood

21 May 2014, Turin, Italy

The ITC-ILO Academy on Youth Development supports the development and implementation of policies and programmes that effectively respond to the needs of young people. Approximately eighty policy-makers, representatives of government institutions, social partner organizations, development agencies, research and educational institutions, and youth-led and other civil society organizations attended the workshop.

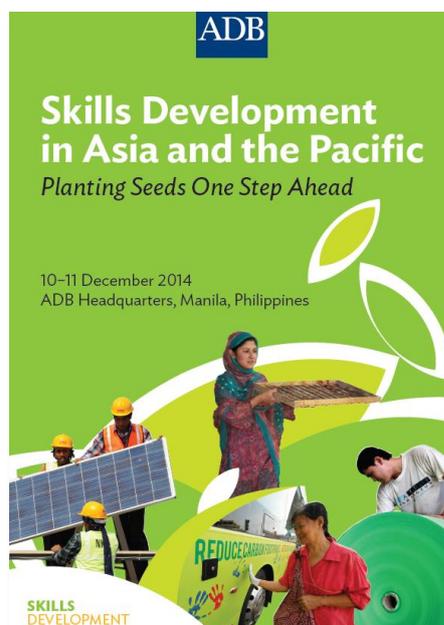
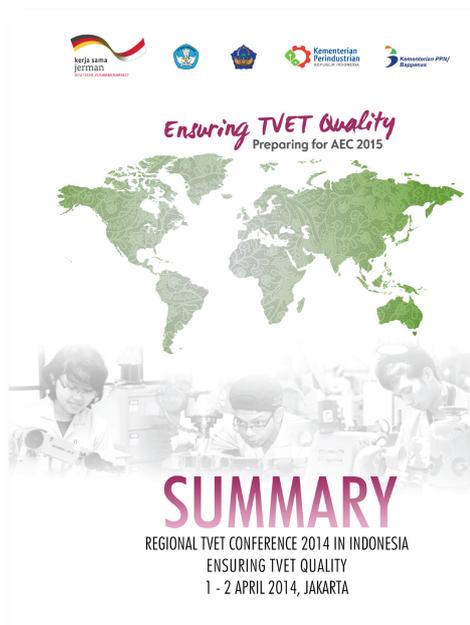
UNESCO-UNEVOC ran a parallel workshop session on school-to-work transitions and employable skills. Sixteen delegates from ten countries participated in the session. The workshop discussed the skills barriers young people face when entering the labour market and the key findings of the TVET Forum virtual conference on tackling youth unemployment through TVET. It stimulated reflections and experience-sharing on the persistent problems of youth unemployment. The workshop also provided input on UNESCO's vision on youth (2014–2021) and discussed pathways to skills in the context of education for all, as well as education and training approaches for providing transversal skills to young people.

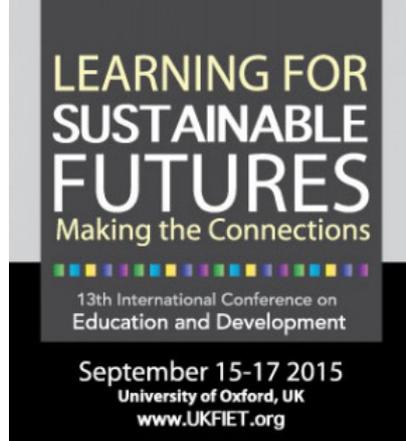
## Skills forum at Asian Development Bank

10 to 11 December 2014, Manila, Philippines

The Fourth Annual International Skills Development Forum provided an opportunity for TVET stakeholders to convene and discuss international and regional TVET developments. Four UNEVOC Centres from Korea, Vietnam, Hong Kong and the Philippines participated in the conference.

UNESCO-UNEVOC organized a workshop to develop collaborative research proposals on greening TVET and assessed the possibility of TVET institutions in the Asia and Pacific region undertaking research projects on teaching and training in green skills. The Hong Kong Institute of Education, together with the ADB, presented the findings of a regional policy research study on the responsiveness of skills development to the needs of greening economies and the workshop examined realizing the approach, methodology and recommendations of the research in greening TVET and skills initiatives in the region.





### Young Leonardo Awards 14 September 2015, Bonn, Germany

The Leonardo European Corporate Learning Award Transfer Meeting and Ceremony recognized individuals who have devoted their efforts to finding innovative solutions to challenges in the field of learning. The ceremony awarded young entrepreneurs, innovators and leaders who had significantly contributed to rethinking learning using technology, gamification, child education programmes and think labs. UNESCO-UNEVOC provided input into discussions focused on, among other things, continuous education and training, innovation, soft skills development, and e-learning.



### UNESCO-UNEVOC participates in UKFIET 15 to 17 September 2015, Oxford, United Kingdom

The UKFIET (Education and Development Forum) International Conference on Education and Development provided a platform to reflect on the implications that the 2030 Sustainable Development Agenda has for education and learning. Two UNEVOC Centres from the United Kingdom and Jamaica participated in the conference.

UNESCO-UNEVOC and the University of Nottingham, United Kingdom, convened five sessions under the subtheme of decent and sustainable work. The sessions focused on a number of themes including the recognition of informal learning, the perceived value of skills and TVET, and TVET's contribution to promoting human rights, social equity and empowerment. The HEART Trust National Training Agency in Jamaica presented the perspectives of learners in TVET institutions in Jamaica. Approximately twenty-five participants attended each session. The discussions advocated a broader and transformative understanding of TVET, and encouraged participants to recognize possibilities for TVET to contribute to skills development for work and life, empowering individuals to become critical citizens and active contributors to sustainable development, social equity and inclusive societies.

### European Training Foundation round-table 15 to 16 October 2015, Turin, Italy

This round-table discussion focused on the role of civil society in vocational education and training governance. Fifty participants from European Training Foundation (ETF) partner countries attended the two-day session, which provided an opportunity for NGOs, community-based organizations and regional and international partners including UNESCO, the European Commission Directorate-General for International Cooperation and Development and CEDEFOP to share experiences which will assist in the development of future policy advice on TVET multilevel governance.

UNESCO-UNEVOC participated in a session that focused on platforms that enable UNESCO to work with civil society on developing TVET and increasing its outcomes in the Member States, and shared UNEVOC's perspectives, noting the UNEVOC Network and the UNESCO Chair as two strategic resources used to encourage cooperation in the field of TVET. Other approaches mentioned included UNESCO projects that mainstream the participation and circulation of ideas and perspectives among multiple stakeholders in communities and engagement with professional associations through the UNEVOC Network.



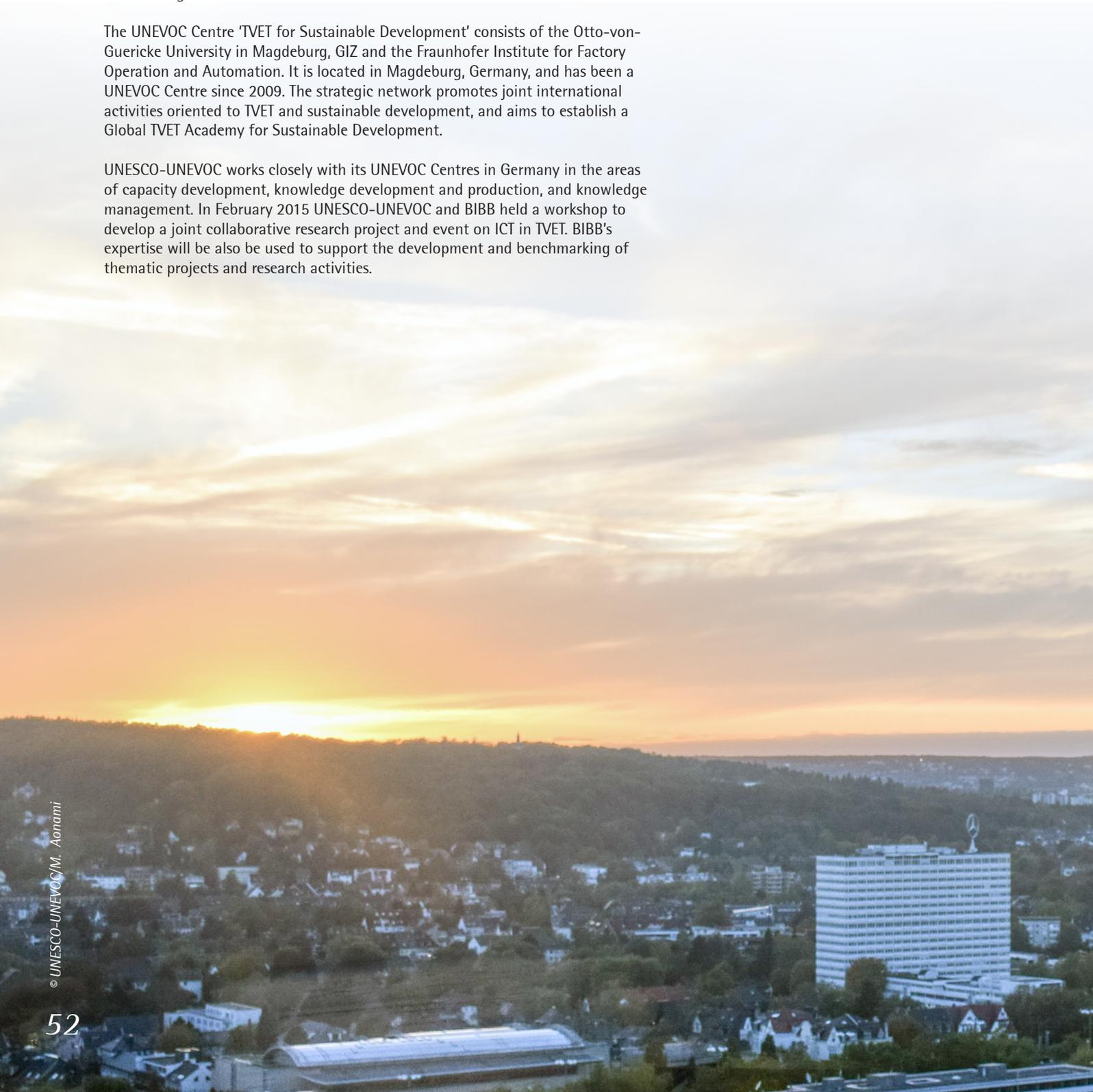
# Engagement with the host country

## Engagement with the Institute for Vocational Education and Training and Research (BIBB) and the UNEVOC Centre "TVET for Sustainable Development"

BIBB is located in Bonn, Germany and has been a UNEVOC Centre since 1994. BIBB is a centre of excellence for vocational research, and supports the development of TVET in Germany. It works to identify future challenges in TVET, stimulate innovation in national and international vocational systems, and develop new practice-oriented solutions for both initial and continuing vocational education and training.

The UNEVOC Centre 'TVET for Sustainable Development' consists of the Otto-von-Guericke University in Magdeburg, GIZ and the Fraunhofer Institute for Factory Operation and Automation. It is located in Magdeburg, Germany, and has been a UNEVOC Centre since 2009. The strategic network promotes joint international activities oriented to TVET and sustainable development, and aims to establish a Global TVET Academy for Sustainable Development.

UNESCO-UNEVOC works closely with its UNEVOC Centres in Germany in the areas of capacity development, knowledge development and production, and knowledge management. In February 2015 UNESCO-UNEVOC and BIBB held a workshop to develop a joint collaborative research project and event on ICT in TVET. BIBB's expertise will be also be used to support the development and benchmarking of thematic projects and research activities.



## UNESCO-UNEVOC in action in Bonn

UNESCO-UNEVOC has had its offices at the United Nations Campus in Bonn, Germany, since 2006. The UN Campus hosts eighteen agencies which operate in a wide variety of areas, all connected through the contribution they make to sustainable development. UN Agencies headquartered in, or with large offices in Bonn include the Secretariat of UNFCCC, United Nations Convention to Combat Desertification (UNCCD), United Nations Volunteers (UNV) and the United Nations University (UNU).

### Bonn Conference on Global Transformations

12 to 13 May 2015, Bonn, Germany

The Bonn Conference for Global Transformation supported the implementation of the SDGs and bridged the gap between policy-making and implementation. UNESCO-UNEVOC attended a workshop that discussed the development of integrated education systems for global transformations. The workshop brought together a group of panellists and explored the need to rethink educational systems and programmes in terms of geography, interdisciplinary and transdisciplinary education, and cooperation and permeability between different sectors.

### Global Media Forum 2014

2 July 2014, Bonn, Germany

The Global Media Forum, organized by Deutsche Welle, discussed ways to empower individuals to make a transition from using information to participation in society. UNESCO-UNEVOC attended a workshop on civil society participation to shape the global development agenda. The workshop encouraged individuals and the media to have a say in global debates and convened representatives from UN organizations in Bonn including UNFCCC, UNV, UNCCD, the United Nations Regional Information Centre for Western Europe and the UN Environment Programme (UNEP).

### UN Bonn Days

UN Day commemorates the anniversary of the founding of the United Nations on 24 October 1945. As the German UN city, together with the United Nations Organizations and the many NGOs and governmental organizations, Bonn celebrates UN Day with an all-day programme. During the biennium, UN Day took place on 25 October 2014 and 24 October 2015.

UN Day 2014 celebrated the Decade of Education for Sustainable Development, which ended at the end of 2014. UNESCO-UNEVOC, together with UNESCO-UIL in Hamburg, ran an information desk and a drawing booth where children could draw their ideas for a sustainable future. UNESCO-UNEVOC also held a quiz to challenge people's knowledge on green skills and sustainable lifestyles. The UN Day festivities were preceded by a UN Talk on Friday evening, 24 October, under the heading 'Bridges to the future – on the completion of the UN Decade of Education for Sustainable Development'. The discussion highlighted the role that education plays to foster the skills, knowledge and attitudes that can promote and achieve the SDGs.

UN Day 2015 celebrated the United Nations' 70th anniversary, and part of the Turn the World #UNBlue campaign marked the occasion by lighting Bonn's historic Altes Rathaus in blue. The UN Day also took place in the context of the adoption of the SDGs, and UNESCO-UNEVOC and UNESCO-UIL informed interested members of the public how education and TVET contributes to the fulfilment of the SDGs.





# UN Bonn

UNITED NATIONS ORGANIZATIONS IN BONN  
ORGANISATIONEN DER VEREINTEN NATIONEN IN BONN



## German Minister of State, Prof Maria Böhmer visits UNESCO-UNEVOC

2 June 2014, Bonn, Germany

The UNESCO-UNEVOC team welcomed Professor Maria Böhmer, Minister of State in the German Foreign Office, to the UNESCO-UNEVOC premises. Deputy Head of Office Dr Brigit Ramscheid, Deputy Director for culture and communication Mr Andreas Meitzner, and the Head of the Division of Foreign Trade Promotion, Dr Thomas Prinz, accompanied her. UNESCO-UNEVOC staff informed the delegation about the International Centre's activities, and the visit provided the opportunity to discuss future collaboration.

Mr Shyamal Majumdar, Head of UNESCO-UNEVOC, expressed appreciation to the Federal Government of the Republic of Germany for its support to UNESCO-UNEVOC and underlined the importance of establishing close cooperation with the Foreign Ministry to advance the TVET agenda. Professor Böhmer expressed her full support of UNESCO-UNEVOC for promoting TVET and skills development in the post-2015 agenda and urged it to continue a close collaboration with BIBB in this regard.

## Conference on Women's Economic Empowerment

9 to 10 November 2015, Berlin, Germany

This conference, organized by BMZ and Women's World Banking in the context of Germany's presidency of the G7, focused on the ways that the economic empowerment of women can contribute to alleviating poverty and inequality, and to sustainable economic growth. The conference delved into a number of salient issues including legal and social rights for empowerment, private-sector engagement, the role of skills and TVET, and financial inclusion for empowerment. Approximately 250 experts from over fifty countries attended the conference.

UNESCO-UNEVOC representatives participated in a panel discussion on skills for empowerment. It addressed a number of key topics including the role that government, development agencies, the private sector and civil society can play to increase access to TVET for women and girls. The session also examined successful approaches to improving professional qualifications of women and girls, and opportunities to enhance ICT in TVET.



# Declarations, policies and other documents

## **Incheon Declaration – Education 2030: Towards inclusive and equitable quality education and lifelong learning for all** Incheon, Republic of Korea

Adopted at the World Education Forum, held in Incheon, Republic of Korea, from 19 to 22 May 2015.

For more information, please go to page 4.

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## **Recommendation concerning Technical and Vocational Education and Training**

The Recommendation concerning Technical and Vocational Education and Training considers new trends in TVET and provides an integrated and holistic approach to education and training.

For more information, please go to page 14.

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## **UNESCO Strategy for TVET (2010–2015)**

The UNESCO Strategy for TVET guided the Organization's work on TVET from 2010 to 2015.

For more information, please go to page 14.

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## **Transforming Our World – the 2030 Agenda for Sustainable Development** New York, United States of America

Adopted at the United Nations Sustainable Development Summit held in New York from 25 to 27 September 2015.

For more information, please go to page 15.

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## **UNESCO–UNEVOC Medium–Term Strategy (2015–2017)**

The UNESCO–UNEVOC Medium–Term Strategy (2015–2017) facilitated UNESCO–UNEVOC to help UNESCO Member States achieve their TVET goals.

For more information, please go to page 14.

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## **Kuala Lumpur Declaration on TVET for a Sustainable Future**

Kuala Lumpur, Malaysia

Adopted at the Asia-Pacific Conference on Education and Training (ACET), held in Kuala Lumpur from 3 to 5 August, 2015.

For more information, please go to page 17.

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## **Qingdao Declaration – Seize digital opportunities, lead education transformation**

Qingdao, Republic of China

Adopted at the International conference on ICT and Post-2015 Education, held in Qingdao, Republic of China from 23 to 25 May 2015.

For more information, please go to page 34.



## UNESCO staff

Shyamal Majumdar, Head of Office  
Katerina Ananiadou, Programme Specialist

## Local staff

Kamal Armanious, Programme Assistant  
Caroline Bajer, Administrative Officer  
Kenneth Barrientos, Programme Officer  
Josiane Blanc-Mannheim, Assistant to the Head of Office  
Wouter de Regt, Programme Assistant (from June 2015)  
Max Ehlers, Associate IT Officer  
Jean Hautier, Programme Assistant (from October 2014)  
Lisa Freiburg, Communications Focal Point (until November 2014)  
Stefanie Hoffmann, Programme Assistant Network (until January 2014)  
Ulrike Kraemer, Office Assistant  
Aldrich Mejia, IT Support and Multimedia Developer  
Matejia Poposki, IT Expert (from August 2015 until November 2015)  
Navid Sabet, Programme Assistant (from June 2015 to September 2015)  
Yulia Rubleva, Programme Assistant (until March 2015)  
Carolin Schaulandt, Assistant Administrative Officer  
Zubair Shahid, Programme Assistant (from June 2015)  
Alix Wurdak, Associate Publications Focal Point

## Experts on loan

Imke Kottmann, Programme Expert GIZ  
Uta Roth, Programme Expert BIBB  
Dagmar Winzier, Programme Expert BIBB (until January 2015)

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## Interns and volunteers

During 2014 and 2015 twenty-four university students participated in the UNESCO-UNEVOC internship programme, gaining valuable professional experience and contributing to the work of the Centre:

Ibrahim Al Safi, Iraq; Misato Aonami, Japan; Shirine Arab, Lebanon; Tahar Chakroun, Tunisia; Isaac Chamberlain, Canada; Aaron Dahm, Germany; Wouter de Regt, Netherlands; Michelle Diederichs, Germany; Caleb Fagade, Nigeria; Jean Hautier, France; Wei-Ming Ho, Republic of China; Mihaela Iovu, Romania; Zoreh Khorsandy, Iran; Curie Lee, USA; Stella Murungi, Uganda; Hatice Özyurt, Germany; Helene Pestel, France; Matejia Poposki, Canada; Navid Sabet, Canada; Maurice Shawndefar, USA; Pilar Steinmaier, Zimbabwe; TaoTao Yue, People's Republic of China.

# Financial report

In the biennium 2014-2015, UNESCO-UNEVOC had the following budget at its disposal:

|  | 2014<br>US\$     | 2015<br>US\$     |
|--|------------------|------------------|
| Programme funds (regular UNESCO budget)                  | 60,550           | 80,550           |
| Programme funds and Operating funds<br>(Funds-in-Trust)* | 1,366,632        | 1,420,095        |
| <b>Total</b>   | <b>1,427,182</b> | <b>1,500,645</b> |

\*Note: Funding was received in Euro and converted into US\$ at the official UN exchange rate on the date of payment

## Extra-budgetary programmes

UNESCO-UNEVOC implemented three extra-budgetary programmes during the biennium, and would like to extend its sincere gratitude to the German Federal Ministry of Education and Research (BMBF) and the German Federal Ministry for Economic Cooperation and Development (BMZ) for their support, which enabled it to deliver its mandate. Appreciation also goes to the German Society for International Cooperation (GIZ) GmbH for additional project funding and to BMBF through the Federal Institute for Vocational Education and Training (BIBB) and GIZ for extending experts on loan programmes to UNESCO-UNEVOC during the biennium.

# Annex

## Annex one

The UNEVOC Network is composed of five regions further split into clusters of countries based on geographical, linguistic and economic criteria. The Cluster Coordinators and Co-Coordinating Centres for each region during 2014 and 2015 were:

|  |                                    |                    |  |
|--|------------------------------------|--------------------|--|
| <b>Arab States</b>                     | Northern Africa                    | Egypt              | Ministry of Technical and Vocational Education and Training (MTVET)  |
|  |                                    | Morocco            | College of Technical Education of Mohammed V Souissi University  |
|  | Mashreq                            | Oman               | Ministry of Manpower, Directorate of Curriculum  |
|  |                                    | Lebanon            | Higher Industrial Technical Institute, Directorate General of Technical and Vocational Education (HITI)      |
| <b>Africa</b>                          | Southern Africa                    | Botswana           | Human Resource Development Council (HRDC)  |
|  |                                    | Mozambique         | National Directorate for Professional Technical Education  |
|  | Western Africa                     | Nigeria            | National Board for Technical Education (NBTE)  |
|  | Central and Eastern Africa         | Kenya              | Department of Technology Education, University of Eldoret (UoE)  |
| <b>Asia and the Pacific</b>            | East and Southeast Asia            | Republic of Korea  | Korea Research Institute for Vocational Education and Training (KRIVET)                                      |
|  |                                    | P.R. China         | Central Institute for Vocational and Technical Education, MOE (CIVTE)  |
|  | Southern Asia                      | Sri Lanka          | Ministry of Skills Development and Vocational Training – Tertiary and Vocational Education Commission (TVEC) |
|  |                                    | Nepal              | Council for Technical Education and Vocational Training (CTVET)  |
|  | Pacific Islands                    | Australia          | National Centre for Vocational Education Research (NCVER) and TAFE Directors Australia (TDA)                 |
| <b>Europe, CIS and North America</b>   | Europe                             | Germany            | UNEVOC Centre "TVET for Sustainable Development"   |
|  | Commonwealth of Independent States | Russian Federation | National Observatory on Vocational Education (Centre for TVET Studies) (CVETS)                               |
|  |                                    | Russian Federation | Institute for Strategy on Education Development of the Russian Federation (ISED RAE)                         |
|  | North America                      | Canada             | Colleges and Institutes Canada (CICan)   |
| <b>Latin America and the Caribbean</b> | Caribbean                          | Jamaica            | HEART Trust National Training Agency   |
|  |                                    | Jamaica            | University of Technology (Utech)   |
|  | Latin America                      | Costa Rica         | National Institute of Apprenticeships (INA)  |

## Annex two

During 2014 and 2015 UNESCO-UNEVOC participated in a significant number of workshops and conferences that informed global TVET developments and debates. The following activities were not reported in the biennial report. For more information on our activities, please visit <http://unevoc.unesco.org/go.php>

| Date                    | Organizer   | Title   | Venue                               |
|-------------------------|---|---|-------------------------------------|
| 10-12 February 2014     | UNFCCC  | Expert meeting on climate change education for sustainable development  | Manila, Philippines                 |
| 14 February 2014        | OECD/CEDEFOP  | Green Skills Forum  | Paris, France                       |
| 31 March - 1 April 2014 | DAAD  | ASEM expert seminar   | Nuremberg, Germany                  |
| 18-19 August 2014       | AIESEC  | AIESEC Europe Youth to Business Forum   | Warsaw, Poland                      |
| 15-18 September 2014    | Swiss Federal Department of Economic Affairs, Education and Research  | International Congress on Vocational and Professional Education and Training                                    | Winterthur, Switzerland             |
| 22-24 September 2014    | Cologne University  | Second International Conference of the German Research Center for Comparative Vocational Education and Training | Cologne, Germany                    |
| 24-26 October 2014      | WFCP  | World Federation of Colleges and Polytechnics Conference  | Beijing, People's Republic of China |
| 3-5 November 2014       | Saudi TVTC  | Seventh Saudi Technical Conference and Exhibition (STCEX-7)   | Riyadh, Saudi Arabia                |
| 4 November 2014         | Government of North Rhine-Westphalia  | Forum on TVET for Sustainability  | Dusseldorf, Germany                 |
| 12-13 November 2014     | Wikimedia Germany   | German Conference on OER  | Berlin, Germany                     |
| 16 December 2014        | Ministry of National Education and Vocational Training, and the International Task Force on Teachers for Education for All and UNESCO | TVET Teacher Policy Dialogue  | Rabat, Morocco                      |
| 16-17 February 2015     | Department of Science and Technology of the Government of India   | Conference on New Emerging Technology Skills  | Chennai, India                      |
| 3 November 2015         | European Commission   | Workshop on higher vocational education and training in Europe  | Brussels, Belgium                   |
| 14-15 December 2015     | UNESCO  | Expert Meeting on the development of World Reference levels of learning outcomes                                | Paris, France                       |







United Nations  
Educational, Scientific and  
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UNEVOC

International Centre  
for Technical and Vocational  
Education and Training

UN Campus  
Platz der Vereinten Nationen 1  
53113 Bonn  
Germany

Tel: +49 (0) 228 815 01 00  
Fax: +49 (0) 228 815 0199  
[www.unesco.org/unevoc](http://www.unesco.org/unevoc)  
[unevoc@unesco.org](mailto:unevoc@unesco.org)