

BACKGROUND NOTE

International Consultation Meeting

Networking and Developing Capacity for TVET and ESD in the Commonwealth of Independent States (CIS)

Ufa, Republic of Bashkortostan (Russian Federation) on 29 June – 1 July 2011.

Organized by

*UNESCO-UNEVOC International Centre for Technical and
Vocational Education and Training (Bonn, Germany)*

UNESCO Moscow Cluster Office (Moscow, Russian Federation)

UNESCO Institute for Information Technologies in Education (Moscow, Russian Federation)

In Cooperation with

The Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation of the CIS (IFESCOO)
(Moscow, Russian Federation), and

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) (Magdeburg, Germany)

Introduction

1. Recognizing the need for a new paradigm of both development and learning for the world of work, strengthening performance and effectiveness of the UNEVOC Network members through enhanced understanding of labour market, social, economic and environmental issues and better coordination at the national, regional and global levels has been the subject of increasing attention in recent years, and thus the UNESCO-UNEVOC International Centre for TVET (UNESCO-UNEVOC) has taken various actions¹ in partnership with TVET institutions.
2. A series of UNEVOC Network sub-regional consultation meetings has been conducted by UNESCO-UNEVOC in collaboration with the UNESCO Cluster Office (Moscow) and GIZ (Germany) - former InWEnt - to increase the effectiveness of the UNEVOC Network in CIS countries, thereby contribute to the good profile and visibility of the National UNEVOC Centres as a driver of effective development in TVET. These meetings aspire to create the first regional UNEVOC Network in-line with the world-wide UNEVOC Network (Flagship Programme) in order to promote UNESCO normative instruments and

¹ Details on these and the profile of the UNEVOC Centres can be found in the online UNEVOC Network database at www.unevoc.unesco.org/network.

standards, best and innovative practices in TVET and ESD; to share knowledge and to mobilize expertise and resources; and to intensify partnerships with other relevant agencies and partners.

3. The outcomes of these meetings suggested a potential framework and considerations for the inaugural meeting scheduled for May, 2011, and a set of proposed challenges and assumptions for strengthening performance and effectiveness of the UNEVOC Network to meet the overall goals of the the UNESCO Strategy for the Second Half of the UN Decade on Education for Sustainable Development (UNDES). Thus, the 2011 event in Ufa, Republic of Bashkortostan (Russian Federation) on 29 June – 1 July 2011 continues a series of the meetings organized jointly by the UNESCO-UNEVOC International Centre for TVET and the UNESCO Moscow Office to increase UNEVOC Network's involvement and commitment in creating the CIS Regional UNEVOC Network establishment and implementation to support TVET and ESD.

Background of the meeting

4. Series of meetings with the UNEVOC National Centres have been organised jointly by UNESCO - UNEVOC International Centre and the UNESCO Moscow Cluster Office. The most notable ones were held in Moscow in 2004; in Baku in 2006; in Minsk in 2009 and in Bonn in 2010. These meetings provided an opportunity for the National UNEVOC Centres in the CIS member countries² to enhance better cooperation and enable information exchange in the field of TVET for mutual benefit and to mobilize non- CIS UNEVOC Centres into further collaboration. Currently, the UNEVOC Network in the CIS countries consists of 12 UNEVOC Centres.
5. Paying a great attention to the implementation of the UNESCO World Conference on Education for Sustainable Development held in Bonn, Germany on 31 March to 2 April 2009 and following on the outcomes of the XVIth CIS Ministers' of Education Conference and the International Conference on TVET and ESD (Minsk, Belarus, 14-16 May 2009), the Meeting on Building Capacity for TVET and ESD in the CIS held in Bonn Germany in 2010. 20 of National UNEVOC Centers representing 14 countries and TVET experts had attended the Meeting. This meeting particularly supported the discussion of the potential role of the UNEVOC Network in regional cooperation and networking through bilateral and trilateral institutional links between national education ministries in the CIS, and provided broader (global or regional) perspective to stimulate TVET reform and to bring ESD issues into TVET curricula, learning materials and activities.

² The Commonwealth of Independent States (CIS) consists of 12 former Soviet Republics that differ in their membership status. As of September 2008, 9 countries have ratified the CIS charter and are full CIS members (Armenia, Azerbaijan, Belarus, Moldova, Kazakhstan, Kyrgyzstan, Russia, Tajikistan, Uzbekistan), one country (Turkmenistan) is an associate member, one country (Georgia) has declared its decision to leave the CIS, and one country (Ukraine) is a founding and participating country, but legally not a member country.

6. During the 2010 meeting the performance of the UNEVOC Network in CIS in relation to ESD and TVET were reviewed; demands and areas of innovation in TVET and ESD in CIS were identified; and the role of the UNEVOC Network in fulfilling the UN Decade of Education for Sustainable Development (UNDESD) with reference to TVET and ESD were discussed. Through the presentations of 14 case studies the discussions were set around three thematic areas: strategies to strengthen performance and effectiveness of the UNEVOC Network in CIS; demands and areas of innovation in TVET and ESD in CIS; networking and dissemination of best practices in CIS. More specifically, the discussions focused on: how to respond to a sustainable labour market through TVET; how to increase ESD understanding and involvement of TVET stakeholders; and how to regionalize the UNEVOC Network and coordinate the integration of ESD into TVET. Among other challenges, building an individual and institutional capacity for the national UNEVOC Centres remains the main priority for the UNEVOC Centres in CIS.
7. A set of recommendations was thus proposed to revamp the UNEVOC Network in CIS through the creation of a CIS Regional UNEVOC Network and to strengthen UNEVOC National Centres' contributions to tackle these issues and challenges.
8. Taking into account the regional specificities, challenges and priorities, UNESCO-UNEVOC Bonn and the UNESCO Moscow are organizing the International Consultation Meeting in Ufa, Republic of Bashkortostan (Russian Federation) on 29 June – 1 July 2011. The meeting aims to provide a platform for further discussion on the proposed set of recommendations and setting an agenda in order to foster regional cooperation and knowledge sharing in TVET and ESD through establishment of the UNEVOC CIS Regional Network and a set of proposed challenges and assumptions for strengthening performance and effectiveness of the UNEVOC Network. They will also help to develop guidelines, briefing materials and prototype capacity building programmes that can be used to strengthen the contributions of the UNEVOC Global Network for meeting the overall goal of the UNESCO Strategy on TVET Development.
9. Using this opportunity one day will be devoted to a meeting on ICT in TVET to explore ways to further UNEVOC Network's involvement and commitment in knowledge sharing and management in the region through the UNEVOC online services so as to support the implementation of the UNEVOC CIS Regional Network. This part of the meeting is a follow-up to the UNESCO-UNEVOC and IITE seminar on ICTs use in TVET held in Minsk in 2009.
10. In the year of the 20-th anniversary of the Commonwealth of Independent States (CIS) this meeting will summarize experiences of the National UNEVOC Centers in the CIS countries (as most of them had been established since 1991) and will strengthen regional networking and cooperation concerning human resource development through establishment of the UNEVOC CIS Regional Network to work on implementation of the UNESCO Strategy for the Second Half of the UN Decade on Education for Sustainable Development (UNDESD) and beyond.

11. This will be the first regional UNEVOC network in-line with the UNESCO Strategy for supporting TVET to promote UNESCO normative instruments and standards, best and innovative practices in TVET; to share knowledge and to mobilizing expertise and resources; and to intensify partnerships with other relevant agencies and partners.
12. This activity contributes to the UNESCO-UNEVOC Work Plan 35C/5 with regard to development and implementation of thematic programme 3, which focuses on “Integrating ESD into TVET” under the MLA 3 - Expected Result 9: National capacities developed to integrate the principles, values and practices of Sustainable Development into education sector-wide policies and plans. This activity is planned within the framework of Funds-in-Trust cooperation between UNESCO and the Government of the Federal Republic of Germany.
13. This activity is to be input into the activity of the UNESCO Moscow Office Work Plan 35C/5 “TVET policy advice and related capacity development in the CIS countries” to reach the MP-I Expected Result 3 under MLA 1: TVET systems reformed and strengthened and capacity of Member States developed to equip youth and adults with knowledge, competences and skills for the world of work.
14. This activity will possibly be nominated as a case on good experiences for the EFA Global Monitoring Report to be published in 2012 on Skills development to emphasize strategies that increase employment opportunities for marginalized groups.
15. The Meeting outcomes and follow-up actions will contribute to the preparation of the World Congress on TVET planned by UNESCO to be held in 2012.

Justification

16. As the fundamental purpose of technical and vocational education is to equip people with capabilities that can broaden their opportunities in life, and to prepare youth and young adults for the transition from school to work, technical and vocational education programmes can play an important role in preparing learning for the world of work. In many countries, however, technical and vocational education is in such bad shape that it merits its reputation as a form of second-class schooling³. There are no quick fixes for a misalignment between skills development capacity and economic and social needs in those countries. Drawing from the current approaches to skills development, four broad messages are highlighted in the Global Monitoring Report (2010) as a means to ensuring the learning needs of all young people and adults in the new global economy. These are - give young people the training they need; skills need a broad base; strengthen basic education; and work towards greater equity⁴.
17. Within this context and with the overarching objective of working towards “attaining quality education for all and lifelong learning” (34 C/4), UNESCO will strengthen its assistance to Member States to

³ EFA Global Monitoring Report 2010 available at <http://www.unesco.org/en/efareport/reports/2010-marginalization/>

⁴ EFA Global Monitoring Report 2010 available at <http://www.unesco.org/en/efareport/reports/2010-marginalization/>

improve their TVET systems and practices.⁵ In line with Education for All (EFA) goal 3 relating to “ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes”, TVET and skills development for the world of work have become one of the four priorities in the UNESCO Education Programme alongside literacy, teacher education and sector-wide planning. The main frame of actions is the TVET strategy covering three biennia (2010-2015) which covers three core areas: (i) provision of upstream policy advice and related capacity development; (ii) conceptual clarification of skills development and improvement of monitoring; and (iii) acting as a clearinghouse and informing the global TVET debate.

18. In accordance with the UNESCO Strategy for TVET, UNESCO strengthens its assistance to the Member States through UNESCO Regional Networks and the UNEVOC Network worldwide in order to facilitate regional cooperation as well as bilateral and trilateral institutional cooperation between national education ministries, including South-South, South-North and South-South-North cooperation, as a means of maximizing impact.
19. As UNESCO's work is increasingly focussing on activities at country-level, the UNEVOC Centres gain importance as national focal points of UNESCO-UNEVOC and as multipliers and disseminators of the Centre's efforts at country-level. Given the diversity among the Centres, the accent is not only on expanding networks but also on enhancing the role and effectiveness in mutual engagement that aims to develop and share knowledge, and create resources for the development of suitable, relevant and quality of TVET. Thus, the Networks constitute a unique platform on which UNESCO can pursue its new integrated approach to further heighten South-South and North-South-South cooperation as a key delivery modality for advancing progress towards EFA.
20. Through the UNEVOC Network, The meeting intends to maximise its contribution to achieve high-quality, relevant, lifelong and cost-effective TVET for all, enhance its role as a resource centre and increase its responsibility in the implementation of the UNESCO Strategy for TVET.
21. Notably, problems relating to threats to the sustainability of the world impel that quality TVET must meet the needs of learners for them to cope with today's challenges and to find solutions for tomorrow problems. Thus, to fulfil this goal it is essential that TVET integrate the principles, values and practices of sustainable development. However, regional, national and local differences mean that reforming TVET for sustainable development may be interpreted in many different ways.
22. With the aim to support Member States and key stakeholders in addressing global sustainability challenges through education, the UNESCO Strategy for the Second Half of the United Nations (UN) Decade of Education for Sustainable Development (DESD) highlights that efforts must now be redoubled, in particular as regards the mobilization of resources, formulation of national policies,

⁵ 182 EX/INF.5 :a revised version of the strategy to support technical and vocational education and training (TVET) in the Member States in the next three biennia (2010-2015), (August, 2009)

promotion of ESD in non-formal and informal education, enhancement of national and international networks and partnerships, and advocacy⁶.

23. Drawing on the findings and lessons learned from the past activities, in 2011 UNESCO-UNEVOC and its partners initiated to organize a meeting in Ufa to address how to ensure a meaningful contribution of TVET to economically, environmentally and socially sustainable development and to the quality of life, the capacity building and training components of relevant areas, particularly in CIS.

Programme

Aims and Objectives of the meeting

The Consultation meeting which will be held in Ufa, Republic of Bashkortostan (Russian Federation) on 29 June – 1 July 2011 aims to foster regional cooperation and knowledge sharing through establishment of the UNEVOC CIS Regional Network that will support the regional cooperation through bilateral and trilateral institutional links between national education ministries in the CIS, so as to strengthen TVET and ESD in CIS.

The meeting will thus facilitate:

- to review the progress with regard to recommendations from the past two meetings that took place in Minsk in 2009 and in Bonn in 2010;
- to recapitulate the best and innovative practices in TVET in promotion of accessible and quality TVET and ESD;
- to share knowledge and to mobilize expertise and resources in the network towards enhancing the role of TVET to meet educational, economic and social needs of the CIS countries within UN DESD;
- to review the capacity building needs of the National UNEVOC Centres to play a more effective role in national policy formulation in TVET;
- to identify issues and concerns in the area of promoting ICTs in TVET and knowledge sharing and management through the UNEVOC online services in the CIS region.

Expected outcomes

- increased TVET institutions' involvement and commitment in strengthening TVET and ESD in CIS;
- enhanced capacity building activities and effectiveness through building effective CIS Regional UNEVOC Network;
- strengthened South-South and North-South-South cooperation to support TVET and ESD in CIS through enhancing exchanges among TVET institutions from the North and the South.

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⁶ The UNESCO Strategy for the Second Half of the United Nations (UN) Decade of Education for Sustainable Development (DESD) available at <http://unesdoc.unesco.org/images/0018/001891/189145e.pdf>