

## Report

# UNEVOC Network Sub-regional Consultation Meeting:

## Building Capacity for TVET and ESD in the Commonwealth of Independent States (CIS)

19 – 22 October 2010



Executive Summary .....	5
I) Introduction .....	6
a) Background .....	6
b) UNESCO-UNEVOC strategy and actions on TVET and ESD.....	7
c) Participants .....	9
d) Objectives of the meeting and expected outcomes .....	9
e) Preparatory work .....	10
f) Structure of the programme .....	11
II) Country presentations and discussions .....	16
a) Keynote presentations .....	16
1) Green TVET and ESD .....	16
2) The performance of the UNEVOC Network in CIS in relation to ESD and TVET: a case study of the Centre on Vocational Education and Training Studies.....	16
3) Demands and area of innovation in TVET and ESD in CIS .....	17
4) The role of the UNEVOC Network in fulfilling the UN Decade of Education for Sustainable Development (UNDESD) with reference to TVET and ESD.....	18
b) Summary of country presentations: major topics covered .....	19
1) TVET and sustainable labor market.....	19
2) ESD concept awareness .....	20
3) Approaches to integrate ESD into TVET.....	20
4) Pedagogical needs for TVET and the needs of learners.....	21
5) Role of UNEVOC Centres and the UNEVOC Network.....	21
c) Working group sessions .....	24
1) Thematic Area 1: strategies to strengthen performance and effectiveness of the UNEVOC Network in CIS .....	24
2) Thematic Area 2: demands and areas of innovation in TVET and ESD in CIS .....	25
3) Thematic Area 3: networking and dissemination of best practices in CIS .....	26

III) Conclusions .....	27
a) Outcomes reached and fulfilment of objectives .....	27
b) Issues and recommendations .....	27
Annexes.....	30
Programme .....	30
Annex 2 .....	36
List of participants .....	36

## Acronyms

CIS: Commonwealth of Independent States

EFA: Education for All

EU: European Union

ICT: Information and Communications Technology

IVET: Initial Vocational Education and Training

IVETA: International Vocational Education and Training Association

LLL: Lifelong learning

NQF: National Qualification Framework

SME: Small and Medium Enterprise

TVET: Technical and Vocational Education and Training

UNDESD: United Nations Decade of Education for Sustainable Development

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNESCO-UNEVOC: UNESCO International Centre for Technical and Vocational Education and Training

UNECE: United Nations Economic Commission for Europe

VET: Vocational Education and Training

## **Executive Summary**

The sub-regional meeting on the theme “Building Capacity for Technical and Vocational Education and Education for Sustainable Development in the Commonwealth of Independent State (CIS)”, was co-organized by the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training and Capacity Building International (InWEnt), in cooperation with the UNESCO Moscow Cluster Office (Moscow, Russian Federation), from 19 to 22 October 2010 in Bonn, Germany. The beneficiaries of the meeting were from post-Soviet countries i.e: Armenia, Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, The Republic of Moldova, Russia, Uzbekistan and Georgia. As an opportunity to exchange international experiences, the meeting focused primarily on both the broad and inclusive concept of ESD and further initiatives in order to integrate it into TVET curricula, learning materials and activities.

Through case study presentations and a group work, key issues were raised regarding the current integration of ESD into TVET in the region. Specifically, discussions focused on:

- How to respond to a sustainable labour market through TVET?
- How to increase ESD understanding and involvement of TVET stakeholders?
- How to regionalize the UNEVOC Network and coordinate the integration of ESD into TVET?

A set of recommendations were proposed on the way UNEVOC Centres can strengthen their contributions to tackle these issues.

## **I) Introduction**

### ***a) Background***

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training and InWent Capacity Building International conducted a UNEVOC Network sub-regional consultation meeting on building capacity for TVET and ESD in the Commonwealth of Independent States (CIS) and Georgia, in cooperation with UNESCO Moscow Cluster Office (Moscow, Russian Federation).

Following on the outcomes of the World Conference on ESD held in Bonn in 2009 and the XVIth CIS Ministers of Education Conference held in Minsk in 2009, the meeting was designed to explore ways to further UNEVOC Network's involvement and commitment in ESD development and implementation with a view to increasing both the quality and the relevance of TVET, particularly in CIS countries.

In particular, the meeting intended to increase the effectiveness of the UNEVOC Network in CIS countries, thereby contribute to the good profile and visibility of UNEVOC Centres as a driver of effective development in TVET. The meeting concerned with the efficient implementation of the Second Half of the United Nations Decade of Education for Sustainable Development (UNDESD, 2005-2014), the main focus was thus to foster regional cooperation as well as bilateral and trilateral institutional cooperation between national education ministries in CIS countries.

UNESCO-UNEVOC and its partners planned to use the outcomes of the meeting to help 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 for the Second Half of the UNDESD which spans from 2010 to 2015.

### ***b) UNESCO-UNEVOC strategy and actions on TVET and ESD***

While UNESCO puts higher emphasis on achieving Education for All (EFA), the overall goal of the UNESCO Strategy for the Second Half of the DESD is to support Member States and other stakeholders in addressing global sustainable development challenges through ESD, thus addressing the challenges of learning for bringing about a more sustainable world (UNESCO, March 2010)<sup>1</sup>. The strategy, in particular, gives special emphasis to the significance of education for the global development agenda and underlines the essential contribution of ESD to shaping the purpose, content and quality of all educations including TVET.

In light of this, education for sustainable development is setting a new direction for TVET<sup>2</sup>. The outcomes of different regional seminars and international experts consultations on ESD held in the past few years also impel that TVET should be based on values, principles and practices necessary to respond effectively to current and future challenges. However, the complexity, breadth and diversity of TVET increasingly requires that those involved in decision-making, planning, research and the development of TVET in pursuit of ESD be aware of worldwide developments, and of solutions that are innovative, transferable and/or adaptable.

In line with UNESCO education policies and strategic plans, UNESCO-UNEVOC, as UNESCO's specialist centre for TVET, supports the development of human resources involved in these processes through a range of modalities such as national or regional cooperation, capacity building in planning, knowledge sharing, research and development, and by utilising the UNEVOC Network.

At the beginning of 2010, the UNEVOC Network comprised 282 national UNEVOC Centres that are established in 167 UNESCO Member States. The global network is composed of national institutions active in the fields of planning, research, development and delivery of TVET which represent a broad range of profiles and strengths. UNESCO-UNEVOC assists UNEVOC Network Centres in the promotion of the UNEVOC Network. Referring to this meeting, UNEVOC Network became a platform for close cooperation and exchange experiences for all states in the post-

---

<sup>1</sup> The full version of the UNESCO Strategy for the Second Half of the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014) is available from <http://unesdoc.unesco.org/images/0018/001873/187305e.pdf>, and will be discussed at the upcoming 184<sup>th</sup> session of the Executive Board in document 184 EX/1.

<sup>2</sup> The Bonn Declaration, Article 6, World Conference on Education for Sustainable Development – Moving into the Second Half of the UN Decade Available from: <http://www.esd-world-conference-2009/en/about-world-conference-on-esd.html>

Soviet area in order to develop TVET systems in the CIS Member States<sup>3</sup>. Currently, the UNEVOC Network in the CIS countries consists of 13 UNEVOC Centres. Various actions have been taken to continuously strengthen and upgrade the Network of UNEVOC Centres through a range of means<sup>4</sup>.

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. As such, 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.

Specifically, as interest grows in sustainable development, there is increasing need for sharing innovative practices and experiences in the field amongst practitioners and policy experts alike. Demand is expected to grow for new and innovative learning resources for TVET, and these will be expanded and current good practice need to be reviewed.

In accordance with the UNESCO Strategy on TVET Development (2010-2015), the capacities of UNEVOC Networks will continue to be developed. To be inline with the UNESCO Strategy for the Second Half of the UNDES, UNESCO-UNEVOC will strive to stimulate fresh initiatives, promote new forms of cooperation, enhance the availability and dissemination of good and innovative practices in ESD and place strong emphasis on enhancing partnerships in ESD to better mobilise and engage with key stakeholder groups.

---

<sup>3</sup> 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.

<sup>4</sup> 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](http://www.unevoc.unesco.org/network).



### ***c) Participants***

The meeting was attended by national coordinators and representatives of UNEVOC Centres mainly from CIS countries (Armenia, Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, the Republic of Moldova, Russia, Uzbekistan and Georgia), as well as other countries from Western and Eastern Europe (Ukraine, Georgia, Norway and Germany). Please, see annex 2 for the full list of the participants.

### ***d) Objectives of the meeting and expected outcomes***

The UNEVOC Network sub-regional consultation meeting aimed to support the UNEVOC Centres in CIS countries and in addressing global sustainable development challenges through ESD and TVET.

Taking into account regional specificities, challenges and priorities, the meeting provided opportunities for participants to discuss about the broad and inclusive concept of ESD and its initiatives in order to integrate it into TVET curricula, learning materials and activities.

In this light, the programme intended to:

- review current trends, international discourse and potential of TVET contributions in addressing global sustainable development challenges;
- comprehend country perspective of ESD-related best practices and innovations in enhancing the quality of TVET;
- formulate programme directives and strategies for ensuring an efficient implementation of the DESD through UNEVOC Network;
- clarify the respective roles and responsibilities of UNEVOC Centres in enhancing scientific excellence, research and ESD-related knowledge development and innovations in TVET for the Second Half of the DESD;
- facilitate South-South and North-South-South cooperation, partnerships among UNEVOC Centres.

### **Expected Outcomes**

1. introduced the UNESCO Strategy for the Second Half of the UNDESD to the UNEVOC Network members,
2. identified key regional challenges, opportunities, and key areas for strategic action for the Second Half of the DESD,
3. capacity built, profile and visibility increased, ESD-related knowledge shared and discussed among CIS UNEVOC Centres,

4. engaged with the other UNEVOC Centres outside of the CIS region and shared experience and practices, and strengthened partnerships,
5. discussed ways how to create a sub-regional Network for Russian speaking countries to foster regional cooperation as well as bilateral and trilateral institutional cooperation between national education ministries,
6. Actualized the work of the national UNEVOC Centres in CIS to implement the UNESCO Strategy on TVET Development (2010-2015).

***e) Preparatory work***

Participants were expected to prepare case studies focusing on the re-orientation of TVET towards sustainable development in their respective countries. Each case study had to:

1. outline, and illustrate with examples, the different ways in which TVET is seen as contributing to ESD development and implementation.
2. demonstrate issues and concerns with regard to those contributions.
3. provide recommendations to strengthen and extend those contributions.

## *f) Structure of the programme*

### 1) Opening session

Please, see annex 1 for the programme of the meeting. As a chair of the session, Ms. Naing Yee Mar, Programme Officer at the UNESCO-UNEVOC International Centre, welcomed participants. She also expressed her gratefulness to Dr. Harry Stolte, Head of Division at InWent Capacity Building, Germany, and member of the UNEVOC Centre at Magdeburg, Germany, as a partner since 2004, and also to Mr. Alisher Umarov, Programme Specialist at the UNESCO Moscow Office from the Russian Federation for his collaboration.

The Head of UNEVOC Networks and Officer in Charge of the UNESCO-UNEVOC International Centre, Mr. L. Efison Munjanganja, opened the session, welcomed participants and thanked organizers for their helpful assistance. The partnership between InWent, the UNESCO Moscow Office and UNESCO-UNEVOC made possible to get so many educators from different countries to the meeting. He explained that partnership, when properly formed, is a useful strategy that can permit the pooling of expertise and resources to everyone's advantage. UNEVOC Centre can take a leaf from this example.

He pointed out that the meeting is a good way to strengthen capacities of the UNEVOC Network through learning from each other, especially educators from the former Soviet Union countries and those from Western Europe.



L. Efison Munjanganja

According to Mr. Munjanganja, the focus on ESD and TVET in this meeting is particularly relevant to the post-Soviet union countries because of changes concerning the transition to market economy dispensations, and the buzz around the world about environmental protection. In that regard, training interventions, networking and knowledge sharing are important to reinforce capacities of TVET systems.

He also mentioned that through 282 UNEVOC Centres in 167 countries, the UNESCO-UNEVOC International Centre provides a reservoir of knowledge, expertise, and different forms of resources in the area of TVET. Nevertheless, the effectiveness of the Network is sometimes undermined by leaders of UNEVOC Centres that neither report changes at their UNEVOC Centres, nor report about their work. Therefore, this meeting is a way to reinforce capacities by fostering North-South and South-South cooperation.

Dr. Harry Stolte, Head of Division at InWent Capacity Building and also member of the UNEVOC Centre at Magdeburg, Germany, noted the different projects of InWent in Moscow and the usefulness of creating a specific Network in the region. He also noted that, as a global problem for the entire world, no country can develop a sustainable world alone. Therefore, regional meetings are helpful.



Dr. Harry Stolte

## 2) Introduction and outcome mapping

First, participants introduced themselves about their current position at their UNEVOC Centres. Based on the outcomes from the different UNEVOC meetings on TVET and ESD, specifically the XVIth CIS Ministers of Education Conference, Ms. Naing Yee Mar explained the outline of the meeting and expected outcomes. She particularly emphasized that the meeting serves as a platform. It would bring different approaches to a common discussion in order to explore ways to further UNEVOC Network's involvement and commitment in ESD. In that way, it would increase both the quality and the relevance of TVET, particularly in CIS countries.

To be more precise, she mentioned the different objectives and guidelines of each part of the programme including country presentations and the working group session (see the programme below).



Participants

### 3) Country presentations

In total, 14 case study presentations were made on the progress of the integration of ESD into TVET and the role of the UNEVOC Centres. The details of major topics covered in these presentations are explained in the second part of the report.

### 3) Working group sessions

Participants and organizers were divided into 3 groups who discussed and provided recommendations on three thematic areas, as following:

- 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

Details of the major topics covered in this session will be explained in the second part of this report.

### 4) Closing session

Mr. Alisher Umarov called for teaching labor forces about responsible tasks in order to provide qualified workers. Depending from their education and their future, they will have good skills. Therefore, we should feel responsible from them.

He also mentioned that in 2011 a meeting in Minsk will follow up on the current issues raised in the meeting. Nevertheless, all agreements happened during this meeting can only be implemented with other regions, a purpose of the meeting. Mr. Zaza Tsiramua also expressed his hope about implementing all these ideas.

Finally, Mr. Efison Munjanganja closed officially the meeting. He explained that the UNEVOC Network will succeed as long as UNEVOC Centres assist each others. Recalling David Hume, an 18<sup>th</sup> Century economist, Mr. Munjanganja wished that participants will be mutually joiners helping each other in order to make a success of the Network in the post-Soviet countries and improve the relevance of TVET, as quickly as possible.

## 5) Study visit

Participants had the opportunity to participate in a study visit to the "Kläranlage und Abwasser Institut" (Sewage plant and Institute for Wastewater). Mr. Rolf Brocker, Public Relation Officer from the above mentioned institute hosted the group, made a video presentation as well as explained the functionality of the sewage plant.

Tasks of the sewage plant were: exploration and testing of waste water treatment in Cologne, observation and controlling, concept development, as well as consulting around all topics of waste water management. Then, both Ms. Afra Kunzel, Management for further training and Mr. Michael Kugler, Instructor for skilled workers in waste water technology explained about the tailor made in-service training programmes for the plant. After their presentations, the participants were guided to tour around the plant and had a chance to see the practical work of the plant.



Participants at the sewage plant

## **II) Country presentations and discussions**

### ***a) Keynote presentations***

#### **1) Green TVET and ESD**

This presentation was led by Dr. Harry Stolte, Head of Division at InWent Capacity Building and also member of the UNEVOC Centre “TVET for sustainable development”. He advised to support green jobs in order to make a transition towards decent work in a sustainable and low-carbon world, which can create a large number of jobs. The transition impacts on occupations because jobs are created, eliminated, redefined or substituted (for instance to move from coal to renewable energies).

For example, in 2006, 23332000 jobs in renewable energies are expected in the world. Despite the lack of skills for green jobs, none of the EU Member States have put in place integral skills response strategies as part of their environmental strategies. In Germany, the high number of ministries dealing with green jobs (TVET ministries, environment ministry, etc) put the government in a difficult position to speak with one voice. He added that the German model is specialized on few independent environmental skills and relevant occupations. In that regard, developing ESD-TVET schools are a good way to incorporate the ESD into TVET at the micro level.

Dr. Stolte recommended to anticipate skills needs by focusing on priority sectors in order to change qualifications and curricula. Nevertheless, where the pace of change in demand outstrips the capacity of the existing system, more immediate and specific initiatives are required. He also recommended to choose specific target groups in the TVET system and the labor market in order to adjust TVET to the labor market.

#### **2) The performance of the UNEVOC Network in CIS in relation to ESD and TVET: a case study of the Centre on Vocational Education and Training Studies**

Dr. Olga Oleynikova, Director of the UNEVOC Centre “the Centre on Vocational Education and Training Studies” and Vice president of the IVETA, presented the activities of her UNEVOC Centre, a national observatory from Russia. Started as a NGO in 1998 and following an ETF project, its role is to: i) provide information and knowledge for VET, labor market policy-makers and stakeholders, ii) to catalyse VET modernization and internationalization in the Russian Federation, through the provision of consultants, facilitation of networking and cooperation specifically in CIS, Georgia and Ukraine.



The UNEVOC Centre particularly focuses on national qualification framework, competence-based curricula, and occupational standards. A lot of projects were based in cooperation with the private sector: i) cooperation with the Union of Industrialists and Entrepreneurs to institutionalize validation/certification of prior learning (competences and qualifications); ii) promotion of the concept of LLL and NQF by organizing workshops and publications; iii) provision of consultancy and training to regional qualification agencies to build their capacity; iv) development of occupational standards for Russian companies and government agencies; v) consultancy and training for VET schools and administration bodies in Russian Federation regions.

Dr. Oleynikova insisted that skills provision for green jobs is not at the top of priority because TVET did not reach high standards yet. She concluded on the need to promote ideas, principles and models of ESD on the policy and practical level, to include VET stakeholders and to assist specific sectors in training.

### **3) Demands and area of innovation in TVET and ESD in CIS**

The last keynote presentation was made by Mr. Alisher Umarov. He started by presenting the UNDESD especially on the founding value ESD, respect. The four main action areas of ESD are: promoting improvement of basic education; developing public understanding and awareness of sustainability; reorienting existing education at all levels to address sustainable development; training the workforce with knowledge and skills to perform their work in a sustainable manner.

On the last two elements, Mr. Umarov raised the issue that TVET and ESD are only integrated in a subject-oriented way, focusing on specific professions, but intra-disciplinarity and trans-disciplinarity are central for ESD. Furthermore, no specific attention has been made on the practical side. He gave an example of students who spend only five minutes in a class to learn how to save water.

Mr. Umarov also presented the key themes on Education for Sustainable Development : sustainable production and consumption, fresh water management, biodiversity, conservation and protection, health promotion, human rights, peace and international understanding, gender equality, poverty alleviation and improvement of information and communication technology.

He particularly insisted that the social principle of ESD is not fully integrated compared to the economical and environmental principles. Furthermore, a particular attention to laws, curricula or manuals is needed on the way ESD is integrated into TVET. In order to respond to these challenges, the UNESCO strategic actions for the 2<sup>nd</sup> half of the UNDESD are: i) enhancing synergies with different education and development initiatives as well as strengthening ESD partnerships, ii) developing and strengthening capacities for ESD, iii) building, sharing and applying ESD-related knowledge, iv) advocating for ESD, and increasing awareness and understanding of sustainability.

Within this context, UNESCO has developed an ESD online learning programme<sup>5</sup> and a pilot project on the collection of good practices in education for sustainable development, in collaboration with UNECE<sup>6</sup>. In conclusion, Mr. Umarov advocated to integrate TVET and ESD into the field and to put efforts on ESD massification.

#### **4) The role of the UNEVOC Network in fulfilling the UN Decade of Education for Sustainable Development (UNDESD) with reference to TVET and ESD**

Ms. Naing Yee Mar, who held the presentation, presented the main objectives of the UNESCO-UNEVOC international Centre that are, in line with the UNESCO Strategy for supporting TVET development during 2010-2015: supporting the accessibility and quality of TVET for the achievement of EFA, supporting the reorientation of TVET for Sustainable Development, and strengthening the capacity of the global UNEVOC Network. Ms. Naing Yee Mar also presented the areas of actions of the UNESCO Strategy for the Second Half of the UNDESD.

In order to fulfil these objectives, UNESCO-UNEVOC promotes the utilisation of best practice examples through an extensive publications programme and a comprehensive web portal, as well as through knowledge sharing and collaboration between UNEVOC Centres, individual TVET experts, and between UNESCO-UNEVOC and other agencies. Upon request, the UNEVOC Centre also fosters direct

---

<sup>5</sup> See [www.unesco.org/education/tlsf](http://www.unesco.org/education/tlsf)

<sup>6</sup> <http://www.unece.org/env/esd/GoodPractices/index.html>

relationships between TVET educators and practitioners across countries, and offers assistance to countries seeking to develop their TVET systems.

Then, Ms. Naing Yee Mar explained that UNESCO-UNEVOC improves connexions and capacities within and out of the Network. As there is a need for concrete information on best and innovative practices, UNESCO-UNEVOC fosters the transfer of knowledge through North-South and South-South cooperation. Consequently, publications are disseminated to the TVET community, including the bulletin translated into 7 languages like Russian. A remarkable publication is the collection of six case studies on integrating sustainable development into TVET<sup>7</sup>.

She finally presented online services such as the e-forum and TVETipedia and the UNEVOC Network portal which is restricted to UNEVOC Network members. Some videos will be put in it since they can be very useful for people who cannot read and as well as showing skills. She concluded her presentation by saying that UNEVOC centres get more importance since UNESCO focuses on a country-level.

## ***b) Summary of country presentations: major topics covered***

### **1) TVET and sustainable labor market**

Supporting the sustainability of the labor market is possible only when TVET is closely connected to the labor market, through Private Public Partnership, including employers associations, trade unions and education authorities, through a tripartite Council. In that way, a dual system can be organised and contracts can be established to guarantee the first working place of TVET students.

Furthermore, specific initiatives can also be launched. For instance, TVET schools can issue a questionnaire sent to enterprises to find out the needs of employers in relevant sectors. Following a consultative process with employers, TVET stakeholders fairs (students invite business representatives) and TVET online portals, as job matching tools and information channels<sup>8</sup>, are good practices to enhance links between the labor market and future graduates.

---

<sup>7</sup> <http://www.unevoc.unesco.org/article/New+Case+Studies+published%3A+ESD+in+Africa.html>

<sup>8</sup> See for instance <http://vet.ge> in Georgian or the English version <http://eng.vet.ge>

Moving from a industrial society to a knowledge society, a sustainable labor market also requires to train not only for specific competences but also for innovation, as a way to help people to keep their job in the future by developing reflective actions, responsibility, mutual aid and meta-cognitive knowledge.

## **2) ESD concept awareness**

Sustainability includes ecological (economical use of resources), economical (competitiveness) and social (safeguarding jobs) aspects. The lack of natural resources makes ESD particularly relevant in the region. Therefore, achieving sustainable development requires a global change of mindset and behaviors of stakeholders, especially policy makers in terms of skills and moral values. Sustainable development aims not only at protecting sustainable development but also at using traditions and new technologies rationally. Nevertheless, many speakers observed the lack of awareness on ESD among stakeholders, especially among policy makers on long term issues.

## **3) Approaches to integrate ESD into TVET**

Integrating ESD into TVET is made possible when TVET stakeholders work with partners concerned about sustainable development, provide specific courses on green jobs, or reorient the whole national curricula among other means.

The social part of ESD, often overlooked, should target vulnerable people in the Russian language countries such as: disabled persons, orphans, unemployed women and youth, youth who dropped out of school, pensioners, prisoners, discharged military, as well as internally displaced people. In that regard, speakers show their initiatives to integrate ESD into TVET such as:

- providing nationally recognized non-formal training, closely located to SMEs in order to enhance opportunities of graduates to get a job
- supporting income generation activities in villages
- developing a specific sustainable sector in a community (for instance, ecological tourism in Kazakhstan)

It was also noted that new technologies made to preserve energy needs are required to upgrade workers. It means that occupational profiles should not be added but updated and “green” skills should be integrated in current curricula. Laboratory data,

interdisciplinary and multidisciplinary curricula, ESD campaigns, as well as sustainable development professional schools (such as an education week) are deeply required to provide high quality TVET for ESD. Finally, it was recommended to : i) use country-specific approaches depending on the national level of ESD understanding and ownership, and the adopted political directions in TVET; ii) work in a project-based approach (including cross-country projects); iii) promote inter-sectoral policy of non-formal TVET with the involvement of the society at large.

#### **4) Pedagogical needs for TVET and the needs of learners**

Many speakers pointed out the lack of practical courses in education and training centres, equipment, teacher provision and training on up-to-date innovations and professions. Teachers and personal staff need particularly to be retrained on up-to-date innovations and professions. Teachers need also to be motivated since the low salary of teachers and masters make them willing to leave vocational education.

Learners have also specific needs: i) being able to make independent research, ii) being taught an updated national curricula for professions especially on information technologies, improving their confidence in the choice of future specialty as well as their communication skills. European experiences would enhance capacities of UNEVOC Centres to increase the quality of the TVET system in the region. In that regard, exchanging resources and knowledge is helpful to tackle these issues with, for instance, online libraries<sup>9</sup>.

Initiatives were also presented to balance the teacher/students ratio: unifying vocational schools into few national centres and creating a system of financing per capita in order to reduce the number of schools.

#### **5) Role of UNEVOC Centres and the UNEVOC Network**

UNEVOC centres need to work together closely in cooperation with the UNESCO Moscow Office, national authorities and other stakeholders with a communication and technical support of the UNESCO-UNEVOC International Centre. Consequently, the Network would be strong regionally in the CIS, and out of the CIS region.

---

<sup>9</sup> See <http://www.vocedu.uz>

Activities should be done in a country-specific and project approach depending on the national level of ESD understanding and ownership as well as on the adopted political directions in TVET. All efforts connected with ESD should be coordinated at all levels (preferably not only from the Secretariat, but also from regional UNESCO offices) and regularly disseminated through printed and electronic mass-media in international, interregional and interstate languages.

UNEVOC Centres should work particularly on monitoring the development and trends of TVET in other countries through participating in international conferences and projects and being updated on TVET international literature. They should also contribute by themselves to these trends and reach different stakeholders through organizing and participating in seminars, cooperating with schools, companies and other social partners. Peer-review and peer-learning would be also a good activity of cooperation.

Joint projects and further communication between UNEVOC Centres would also stimulate the Network. For instance, a UNEVOC Centre could provide its learning site to other Centres. Different levels of this kind of cooperation could be envisaged not only within a country or a small region, but also in a larger scale.

During the seminar, a particular network experience from two UNEVOC Centres in Uzbekistan was noted. The Institute for Training and Retraining of Personnel of Secondary Specialized and Professional Education System and the TVET Centre of Uzbekistan collaborate in several activities. They jointly release information and publications in specialized journals. This effective collaboration demonstrates a good example of how UNEVOC Centres can cooperate in reaching their own goals.

## Impressions



## Participants

### ***C) Working group sessions***

#### **1) Thematic Area 1: strategies to strengthen performance and effectiveness of the UNEVOC Network in CIS**

- **The creation of a sub-regional CIS<sup>10</sup> (post-Soviet countries) UNEVOC Network**

The establishment of a sub-regional Network of CIS/post-Soviet countries was advised by participants in order to reinforce capacities of the UNEVOC Network in the region. Participants insisted that in this Network, a body or a selected UNEVOC Centre, based on the rotation basis of every 6 or 12 months, would coordinate the different activities of UNEVOC Centres working under the umbrella of UNESCO-UNEVOC.

Working with a Russian-language facilitator and a UNESCO-UNEVOC contact person, the Network would meet criteria such as: i) being recognized by the relevant official bodies or authorities in the countries ii) being integrated to the global Network, iii) being opened for the membership of other countries, iv) being evaluated by a permanent body.

The strategy of this sub-regional Network including aim, objectives, activities, and functioning policy, should be developed and agreed by UNESCO offices. Another meeting would be needed to prepare this strategy.

- **A CIS UNEVOC Network coordinated**

Participants advised that UNEVOC Centres should jointly organize activities based on thematic areas related to ESD (Education for Sustainable Development) through a project-based approach. Furthermore, the Network and each Centre should be visible and therefore have visibility items such as logo, slogan, e-mail address, within the UNESCO-UNEVOC web-site. The CIS UNEVOC Network should focus on the exchange of experiences, writing practical studies on a thematic orientation and shared its activities on a common platform.

---

<sup>10</sup> Including also Georgia and Ukraine



## **2) Thematic Area 2: demands and areas of innovation in TVET and ESD in CIS**

- **TVET Curriculum for ESD**

The demand for curricula development was particularly emphasized by participants. Curricula should be reviewed depending on how sustainable development is included. Concretely, it implies: a survey on how ESD are reflected in curricula, an outline of specific areas of ESD and a relevant ESD terminology as lens of evaluation.

Necessary inputs to develop sustainable development curricula should also be provided in terms of i) new teaching and training materials, methods and textbooks; ii) teacher training focusing on ESD; iii) provision of expertise on ESD educational standards; iv) promotion of innovation.

These actions should reach TVET providers, policy makers, civil servants and businessmen. Finally, the dissemination process should involve employers and new ICT.

- **Sustainable TVET through partnerships and alliances**

As the pace of development increases, cooperation among TVET providers, beneficiaries, businesses, and other stakeholders is crucial to respond to a sustainable labor market. Nevertheless, a common sector (a broad sector like construction) should be chosen in order to work concretely with companies. Therefore, specific areas modules could be produced to reach relevant targets.

In terms of implementation, activities targeting social responsibilities of the private sector, political advice and technical assistance are necessary to bring everyone.

- **Awareness raising for ESD**

According to participants, raising awareness implies disseminating sustainable development values and behaviours to the TVET community and other communities. Mass media could also cooperate to advocate ESD. Following the recommendations of the thematic area 1, dissemination can be done through focusing on specific sustainable development topics (for instance garbage collection, plastic bags recycling).

### **3) Thematic Area 3: networking and dissemination of best practices in CIS**

- **Mapping and enhancing ESD seeds for TVET**

Analytical and research in the field of ESD and TVET are certainly needed as inputs for the dissemination of best practices at the transnational level. Specifically, an idea emerged from working groups: collecting and assembling best practices of ESD as seeds through the Network.

This collection would need a mapping methodology in a national and international level. In this way, one would recognize institutions and companies working on ESD. Actually, two UNEVOC Centres committed to work together, Mr Ronny Sannerud, Associate Professor at the Akershus University College and PhD at the Centre for Research on Education and Work in Norway, and Mr. Zaza Tsiramua, Director of the Information Technologies Vocational Education and Training Centre in Georgia.

- **Efficient tools of communication for the UNEVOC Network**

Participants agreed that communication should be provided with relevant means for post-Soviet countries. In that regard, many ideas were proposed:

- focusing on specific topics of best practices;
- customizing dissemination channels to each UNEVOC Centres (online or physical channels) to enhance UNEVOC Centres involvement;
- online services translated into Russia such as the UNEVOC website and the e-forum;
- regular meetings of UNEVOC Centres from the sub-regional Network which include participants from ministries and companies;
- enhancing contacts with other international organizations working with the sub-region (such as ETF).

These means would be not be effective unless UNEVOC Centres feel responsible for the content of online platforms.

### III) Conclusions

#### *a) Outcomes reached and fulfilment of objectives*

Most of objectives and expected outcomes were reached. First, participants shared experiences, information and knowledge regarding capacity building, visibility, and profiles within CIS and out of CIS countries. In that way, South-South and North-South-South cooperation were strengthened through enhancing exchanges among UNEVOC Centres from the North and the South.

A particular emphasis was put on explaining the UNESCO Strategy of the second half of the UN DESD as well as the UNESCO Strategy on TVET development (2010-2015). Specifically, the revamp of the Network in CIS through creating a sub-regional Network and further commitments to work closely and concretely together in the field of ESD and TVET could be noted as outcomes.

Nevertheless, there were few ESD-related best practices since various stakeholders lack awareness on ESD. Nevertheless, a number of initiatives and ideas were shared to integrate ESD into TVET.

More details on issues and recommendations raised in the meeting are shown below.

#### *b) Issues and recommendations*

- **Issue: responding to a sustainable labor market through TVET**

1) Despite the current upcoming sustainable labor market and its related “green” skills needs, skills identification systems in post-Soviet countries are still insufficient. Therefore, relevant curricula and jobs supports are undermined.

2) The high number of globalized drivers of change, including environmental pressure, makes the situation too complex to be handled by one type of actor.

3) The quality of pedagogical inputs in TVET systems is insufficient.

- **Recommendations**

1) Identifying clear priority sectors to **choose a common sector for the CIS UNEVOC Network** (construction for instance), and mapping current organizations working on ESD.

2) Analysing, monitoring and evaluating sustainable development trends and disseminating the results with other UNEVOC Centres in Russian and English, in partnership with TVET stakeholders.

3) In schools, making general subjects more vocational, integrating general subjects into vocational topics, financing per capita, and providing up-to-date environmental laboratory data.

- **Issue: increasing ESD understanding and involvement of TVET stakeholders**

- 1) The social dimension of ESD is under-estimated among administrators and educators, especially when it deals with socially vulnerable groups.
- 2) Politicians, communities and other TVET stakeholders misunderstand ESD.
- 3) ESD implementation is focused only on specific professions instead of crossed areas.

- **Recommendations**

- 1) Promoting, supporting and recognizing non-formal training
- 2) - **Convincing psychologically educators, managers and politicians**, especially on the long-term objectives and problems of sustainable development.
  - Outlining the right terminology to include and evaluate ESD into curricula.
- 3) Promoting and implementing **interdisciplinary and multidisciplinary approach** to sustainable development through problem solving curricula and ESD-TVET schools.

- **Issue: regionalizing the UNEVOC Network and coordinating the integration of ESD into TVET**

- 1) The CIS region lacks concrete implementation of ESD.
- 2) UNEVOC Centres are insufficiently coordinated at the regional and national level to integrate ESD into the macro, meso and micro level.

- **Recommendations**

- 1) - UNEVOC Centres, from CIS and out of CIS, should **cooperate through a project-based approach**, in line with global themes but specific to countries needs, using the UNEVOC logo.
  - Customizing dissemination channels to each UNEVOC Centres.
  - Organizing CIS meetings at least once a year.

- 2) - **Creating the post-Soviet/CIS/Russian language sub-regional Network**, opened for the membership of other countries, approved by local governments and helped by a Russian-language facilitator.
  - Organizing meetings between parliaments and local institutions.
  - Coordinating actions by regional and international UNESCO offices.

## Annexes

### Annex 1

#### *Programme*

Tuesday, 19th October 2010: Arrival	
18h00 – 20h00: <b>Welcome Reception following by a dinner</b> hosted by UNESCO-UNEVOC and InWEnt	
Venue: the UN Building, 29 <sup>th</sup> Floor	
Wednesday, 20th October 2010.	
Venue: the UNESCO-UNEVOC International Centre, Room 2509	
08:15	Depart from hotel
9:00-09:30	<p><b>Session 1: Welcome and Opening remarks (7 minutes each)</b></p> <p><b>Chaired by Ms. Naing Yee Mar - UNESCO-UNEVOC International Centre</b></p> <p>Mr. L. Efison Munjanganja, Officer in Charge - UNESCO-UNEVOC International Centre, Bonn (Germany)</p> <p>Dr. Harry Stolte, Head of Division - InWEnt / UNEVOC Centre, Magdeburg (Germany)</p>
09:30-10:30	<p><b>Session 2 : Introduction and Outcome mapping</b></p> <p><b>Chaired by Dr. Harry Stolte, InWEnt / UNEVOC Centre, Magdeburg (Germany)</b></p> <p>- Short Introduction of the participants (2 minutes each)</p> <p>- Summary outcome of the CIS Network meeting 2009 in Minsk, and the scope of the CIS Network meeting 2010 in Bonn</p> <p>By Ms. Naing Yee Mar - UNESCO-UNEVOC International Centre</p> <p>Q &amp; A</p> <p>Reporter: Mr. Francis Mosettig - UNESCO-UNEVOC International Centre</p>
	Photo Session
10:30-10:40	Tea break
10:40-12:00	<p><b>Session 3: Keynote Presentations on TVET and ESD (20 minutes each)</b></p> <p><b>Chaired by Mr. Michael Haertel - Federal Institute for Vocational Training</b></p>

	<p><b>(UNEVOC Centre - Germany)</b></p> <ul style="list-style-type: none"> <li>- Demands and areas of innovation in TVET and ESD in CIS</li> </ul> <p>by Mr. Alisher Umarov - UNESCO Moscow (Russia)</p> <ul style="list-style-type: none"> <li>- Green TVET and ESD</li> </ul> <p>by Dr. Harry Stolte, InWent, Magdeburg (Germany)</p> <ul style="list-style-type: none"> <li>- The performance of the UNEVOC Network in CIS in relation to ESD and TVET: A case study of the Centre on Vocational Education and Training Studies - UNEVOC Centre (Russia)</li> </ul> <p>by Dr. Olga Oleynikova, the Centre on Vocational Education and Training Studies (UNEVOC Centre - Russia)</p> <ul style="list-style-type: none"> <li>- The Role of the UNEVOC Network in fulfilling the UN Decade of Education for Sustainable Development (UNDESD) with reference to TVET and ESD</li> </ul> <p>by Ms. Naing Yee Mar, UNESCO-UNEVOC International Centre</p> <p>Reporter: Mr. Francis Mosettig - UNESCO-UNEVOC International Centre</p>
12:00 – 13:15	Lunch at the UN Building, 29 <sup>th</sup> Floor
13:15 - 14:30	<p><b>Session 4: Case Study Presentations on the progress of the integration of ESD into TVET and the role of the UNEVOC Centre in each country</b></p> <p>(15 minutes for each presentation)</p> <p><b>Chaired by Ms. Naing Yee Mar - UNESCO-UNEVOC International Centre</b></p> <ul style="list-style-type: none"> <li>- Mr. Aram Avagyan - "Global Developments" Fund (UNEVOC Centre – Armenia)</li> <li>- Ms. Shaizada Tasbulatova - National Tempus Office of Kazakhstan (UNEVOC Centre – Kazakhstan).</li> <li>- Mr. Sergey I. Peshkov – International Centre of Educational Systems (UNEVOC Centre – Russia).</li> <li>- Mr. Michael Haertel - Federal Institute for Vocational Training (UNEVOC Centre - Germany)</li> </ul> <p>Q &amp; A (15 minutes)</p> <p>Reporter: Mr. Francis Mosettig - UNESCO-UNEVOC International Centre</p>
14:30 – 15:45	<p><b>Session 5: Case Study Presentations on the progress of the integration of ESD into TVET and the role of the UNEVOC Centre in each country</b></p> <p>(15 minutes for each presentation)</p> <p><b>Chaired by Mr. Alisher Umarov - UNESCO Moscow (Russia)</b></p> <ul style="list-style-type: none"> <li>- Ms. Nigar Sultanova - Azerbaijan Institute of Teachers (UNEVOC Centre – Azerbaijan).</li> </ul>

	<p>- Mr. Eduard Kalitsky - Republican Institute for Vocational Education (UNEVOC Centre – Belarus).</p> <p>- Mr. Khikmatulla Rashidov - Institute for Training and Retraining of Personnel of Secondary Specialized and Professional Education System (UNEVOC Centre – Uzbekistan).</p> <p>- Mr. Ronny Sannerud – Akershus University College (UNEVOC Centre - Norway).</p> <p>Q &amp; A ( 15 min)</p> <p>Reporter: Mr. Francis Mosettig - UNESCO-UNEVOC International Centre</p>
15:45 – 16:00	Tea break.
16:00 – 17:15	<p><b>Session 6: Case Study Presentations on the progress of the integration of ESD into TVET and the role of the UNEVOC Centre in each country</b></p> <p>(15 minutes for each presentation)</p> <p><b>Chaired by Mr. Ronny Sannerud – Akershus University College (UNEVOC Centre - Norway).</b></p> <p>- Mr. Ikram Baimatov – Forum of Educational Initiatives (UNEVOC Centre – Kyrgyzstan)</p> <p>- Ms. Violeta Mija - The Republican Centre for Vocational Education Development (UNEVOC Centre - Moldova Republic)</p> <p>- Mr. Uktamjon Khudayberdiev - Centre for secondary specialized, vocational education of Uzbekistan (UNEVOC Centre – Uzbekistan).</p> <p>Q &amp; A ( 15 min)</p> <p>Reporter: Mr. Francis Mosettig - UNESCO-UNEVOC International Centre</p>
17:15 – 18:30	<p><b>Session 7: Case Study Presentations on the progress of the integration of ESD into TVET and the role of the UNEVOC Centre in each country</b></p> <p>(15 minutes for each presentation)</p> <p><b>Chaired by Dr. Olga Oleynikova, the Centre on Vocational Education and Training Studies (UNEVOC Centre - Russia)</b></p> <p>- Mrs. Tamara Pushkarova - Institute of Innovation Technologies and Content (UNEVOC Centre – Ukraine)</p> <p>- Mr. Zaza Tsiramua - Information Technologies Vocational Education and Training Centre (UNEVOC Centre – Georgia)</p> <p>-Mr. Harry Stolte – InWEnt / UNEVOC Centre, Magdeburg (Germany)</p> <p>Q &amp; A ( 15 min)</p> <p>Reporter: Mr. Francis Mosettig - UNESCO-UNEVOC International Centre</p>





19:00	Traditional German Dinner hosted by InWEnt
<p>Thursday, 21st October 2010.</p> <p>Venue: the UNESCO-UNEVOC International Centre, Room 2509. Breaking sessions: Room 2509, 2520, 2524</p>	
08:30	Depart from hotel
9:00-09:30	<p><b>Session 8: Wrap-up of previous day and Synthesis of Case Study Presentations</b></p> <p>By Dr. Olga Oleynikova – the Centre on Vocational Education and Training Studies (UNEVOC Centre - Russia)</p> <p>Reporter: Francis Mosettig - UNESCO-UNEVOC International Centre</p>
09:30 – 09:40	<p><b>Session 9: Briefing and forming of working Groups</b></p> <p>By Dr. Harry Stolte - InWEnt / UNEVOC Centre "TVET for Sustainable Development", Magdeburg (Germany)</p> <p>Reporter: Mr. Francis Mosettig - UNESCO-UNEVOC International Centre</p>
09:40– 12:00	<p><b>Working Group Session (3 groups)</b></p> <p><u>Thematic Area I:</u> Strategies to strengthen performance and effectiveness of the UNEVOC Network in CIS</p> <p><u>Thematic Area II:</u> Demands and areas of innovation in TVET and ESD in CIS</p> <p><u>Thematic Area III:</u> Networking and dissemination of best practices in CIS</p> <p>Moderators:</p> <ul style="list-style-type: none"> <li>- Mr. Alisher Umarov – UNESCO Moscow</li> <li>- Ms. Naing Yee Mar - UNESCO-UNEVOC International Centre</li> <li>- Mr. Francis Mosettig - UNESCO-UNEVOC International Centre</li> </ul>
10:40- 11:00	Tea break.
11:00 – 12:00	<p><b>Working Group Session (continued)</b></p> <p><u>Thematic Area I:</u> Strategies to strengthen performance and effectiveness of the UNEVOC Network in CIS</p> <p><u>Thematic Area II:</u> Demands and areas of innovation in TVET and ESD in CIS</p> <p><u>Thematic Area III:</u> Networking and dissemination of best practices in CIS</p> <p>Moderators:</p> <ul style="list-style-type: none"> <li>- Mr. Alisher Umarov – UNESCO Moscow</li> <li>- Ms. Naing Yee Mar - UNESCO-UNEVOC International Centre</li> </ul>




	- Mr. Francis Mosettig - UNESCO-UNEVOC International Centre
12:00 – 13:30. Lunch at the UN Building, 29 <sup>th</sup> Floor	
13:30-14:30	<p><b>Reports of Working Groups</b> (each 20 Minutes)</p> <p><b>Chaired by Ms. Naing Yee Mar - UNESCO-UNEVOC International Centre</b></p> <p>Working Group 1</p> <p>Working Group 2</p> <p>Working Group 3</p> <p>Reporter: Mr. Francis Mosettig - UNESCO-UNEVOC International Centre</p>
14:30-15:00	<p><b>Group Discussion and Q &amp; A</b></p> <p><b>Chaired by Mr. Alisher Umarov - UNESCO Moscow</b></p> <p>Discussion: Where to from here?</p> <p>Reporter: Mr. Francis Mosettig - UNESCO-UNEVOC International Centre</p>
17:00-17:30	<p><b>Summary outline of emerging issues, challenges, and proposed actions for improved performance within the UNEVOC Network in CIS in relation to ESD and TVET</b></p> <p><b>Moderated by Ms. Naing Yee Mar - UNESCO-UNEVOC International Centre</b></p> <p>Reporter: Mr. Francis Mosettig - UNESCO-UNEVOC International Centre</p>
17:30 – 18:00	<p><b>Closing: Chaired by Ms. Naing Yee Mar - UNESCO-UNEVOC International Centre</b></p> <p>Mr. Alisher Umarov - UNESCO Moscow (Russia)</p> <p>Dr. Harry Stolte - InWEnt / UNEVOC Centre, Magdeburg (Germany)</p> <p>Reporter: Mr. Francis Mosettig - UNESCO-UNEVOC International Centre</p>
18:00-	Dinner hosted by the UNESCO-UNEVOC International Centre




Friday, 22nd October 2010 : Departure	
08:30	Depart from hotel
09:00 – 12:00	<b>Study visits:</b> "Kläranlage und Abwasser Institut"  Sewage plant and Institut for Wastewater.  Address: Egonstraße, 51061 Köln
12:00: Lunch at a restaurant in Cologne	
13:30 – 14:00	Cultural visit: cathedral of Cologne
14:00 and onwards	Departure to Bonn




## Annex 2



### *List of participants*

Photo	Country	Name	Position	Address	E-Mail
	Armenia	<b>Mr. Aram Avagyan</b>	Director	Global Developments Fund, 4 Tigran Metsi Avenue, Yerevan 0010 Armenia  Phone : [+374] (10) 543472, Fax : [+374] (10) 543472	aram.avagyan@netsys.am gdf@netsys.am
	Azerbaijan	<b>Ms. Nigar Sultanova Tahir qizi</b>	Vice-rector	Azerbaijan Muellimler Institutu Azerbaijan Institute of Teachers Cabinet of International Relations Hasan Aliyev str. 104, AZ-1110 Baku Azerbaijan Phone: [+994] (12) 5648047 (secretary), [+994] (12) 4655944 (direct line), Fax: [+994] (12) 5648047	intrel@ami.az



	Belarus	<b>Mr. Eduard Kalitski</b>	Premier Vice-Rector Official Head of the UNEVOC National Centre	Republican Institute for Vocational Education Uliza Karl Liebknechta 32 220004 Minsk Belarus Phone : [+375] (17) 200 74 46 Fax : [+375] (17) 200 09 92 Cell: [+375] (29) 61 55 110	belnob@ripo.unibel.by
	Kazakhstan	<b>Ms. Shaizada Tasbulatova</b>	Coordinator National	National Tempus Office of Kazakhstan Room 416, Gogol Street 84 "A" Almaty 05 0000 Kazakhstan Phone : +7 727 266 94 07 Fax : +7 727 266 39 56	tempuskaz@nursat.kz
	Kyrgyzstan	<b>Mr. Ikramzhan Baimatov</b>		Forum for Educational Initiatives, Bischkek, Kerimbekovastrasse 1a, Phone: +996 312 314656, Fax: +996312 314675 mobil: +996-555 32 00 23	ikram.baimatov@fei.kg fei@ktnet.kg



	<p>The Republic of Moldova</p>	<p><b>Ms. Violeta Mija</b></p>	<p>Head of Centre</p>	<p>Republican Centre for Vocational Education Development Phone: +373 22 46 69 06 and +373 69 137 029</p>	<p>viomija@yahoo.com viomija@mail.ru</p>
	<p>Russia</p>	<p><b>Mr. Sergey I. Peshkov</b></p>	<p>Director</p>	<p>National UNESCO-UNEVOC Centre in the Russian Federation, International Centre of Educational Systems , UNEVOC Centre / President Emeritus of ICES Prospect Vernadski, 125, app.10 119571 Moscow, Russia Phone : [+7] 985 773 98 10 Fax : [+7] 495 434 51 97</p>	<p>ices02@mail.ru</p>
	<p>Russia</p>	<p><b>Ms. Olga Oleynikova</b></p>	<p>Director</p>	<p>Centre on Vocational Education and Training Studies (National Observatory) 27/6, Goncharnaya str., office 104 115172 Moscow Russian Federation Phone : [+7] (495) 915-72-54 , +7 495 972-35-90 Fax : +7 495 915-72-54</p>	<p>observatory@cvets.ru</p>



	Uzbekistan	<b>Mr. Uktamjon Khudayberdiev</b>	Head of the Academic Lyseums Department of the TVET Centre of Uzbekistan	TVET Centre of Uzbekistan Phone: office: (+998-71) 246.18.97; Mobile: (+998-90) 354.89.79;	14121953uktam@mail.ru litslar@markaz.uz
	Uzbekistan	<b>Mr. Khikmatulla Rashidov</b>	Rector	Institute for Training and Retraining of Personnel of Secondary Specialized and Professional Education System 76 Saidov Street Tashkent 100095 Uzbekistan Phone : [+998] (71) 2469038 Mobile : 998-97 415 44 91 Fax : [+998] (71) 2469037	rashidov53@mail.ru moqt@vocedu.uz
	Georgia	<b>Mr. Zaza Tsiramua</b>	Director	Information Technologies Vocational Education and Training Centre Guram Panjikidze 1 0160 Tbilisi, Georgia Phone : +995 32 376381 Fax : +995 32 371233 Mobil: 00995-99 50 83 16	zaza@gtu.ge



	Germany	<b>Mr. Michael Haertel</b>	Senior Expert	Section 1.4, Advisory Services and International Cooperation, Bundesinstitut für Berufsbildung - UNEVOC Centre, Robert-Schuman-Platz 3,  53175 Bonn, Germany	haertel@bibb.de
	Germany	<b>Mrs. Melanie Hoppe</b>	TVET Expert for Eastern European States	Section 1.4, Advisory Services and International Cooperation, Bundesinstitut für Berufsbildung - UNEVOC Centre, Robert-Schuman-Platz 3, 53175 Bonn, Germany Phone: +49 (0)228 107 1914	hoppe@bibb.de


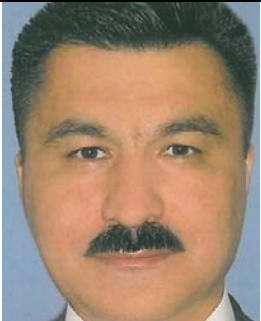



	Ukraine	<b>Mrs. Tamara Pushkarova</b>	Vice-Director	Institute of Innovation Technologies and Content 37, Sagaydachnogo str., off.226 04070 Kyiv Ukraine Phone: +38 (044) 417 81 98 Phone: +38 (044) 417-81-81, 417-81-87 Fax : [+380] (44) 4178336	pushkaryova@bk.ru innovacii@ukr.net
	Norway	<b>Mr. Ronny Sannerud</b>	Associate Professor/PhD	Associate Professor/PhD Centre for Research on Education and Work Akershus University College, Instituttveien 24. Kjeller. Box 423, 2001 Lillestrøm, Norway Phone: +47 6484 9203 Fax: +47 6484 9001 Mob. +47 9082 1949	Ronny.Sannerud@Hiak.no

Organizers					
InWent					
	Germany	<b>Dr. Harry Stolte</b>	Head of Division	InWent Capacity Building International, Germany UNEVOC Centre Magdeburg University “Otto von Guericke” Magdeburg. Institute of Vocational Education and Training Zschokkestr. 32 Postfach 4120 39104 Magdeburg. Germany  Phone: +49 (0)391 53 71 301, Fax: +49(0) 391 53 71 329	harry.stolte@inwent.org
	Germany	<b>Ms. Lidia Zech</b>	Project Manager	InWent Capacity Building International, Germany  Phone: +49 (0)391 53 71 251, Fax: +49(0) 391 53 71 329	lidia.zech@inwent.org

	Germany	<b>Ms. Marina Schmeisser</b>	Administrative Assistant	InWent Capacity Building International, Germany  Phone: +49 (0)391 53 71 251, Fax: +49(0) 391 53 71 330	
	Germany	<b>Ms. Sonja Hariri</b>	Consultant	InWent's representative Phone/Fax: 02241 169 37 19 Mobil: 0176 22 22 50 17 Mobil: 01577 66 79 814	siri82@hotmail.com

UNESCO-UNEVOC					
	Germany	<b>Mr. Efison Munjanganja</b>	Officer in Charge and Head of UNEVOC Networks	UNESCO-UNEVOC UN Campus, Hermann-Ehlers-Str. 10, 53113 Bonn, Germany  Phone : [+49] 228 815 0123  Fax [+49] 228 815-0199	e.munjanganja@unesco.org
	Germany	<b>Ms. Naing Yee Mar</b>	Programme Officer	UNESCO-UNEVOC UN Campus, Hermann-Ehlers-Str. 10, 53113 Bonn, Germany  Phone : [+49] 228 815 0123  Fax [+49] 228 815-0199	Naing.yee.mar@unesco.org

	Germany	<b>Mr. Francis Mosettig</b>	Programme Assistant	UNESCO-UNEVOC UN Campus, Hermann-Ehlers-Str. 10, 53113 Bonn, Germany  Phone : [+49] 228 815 0123  Fax [+49] 228 815-0199	f.mosettig@unesco.org
<b>UNESCO Moscow Office</b>					
	Russian Federation	<b>Mr. Alisher Umarov</b>	Programme Specialist for Education	15 Bolshoi Levshinsky per, bld 2 119034, Moscow  Russian Federation Phone: +7-495-637-2875 Fax: +7-495-637-3960	a.umarov@unesco.org

Interpreter					
	Germany	<b>Mr. Leonid Braslavski</b>	Interpreter	InWent's intepreter	