

# TVET Experts Meeting

## Working Group 2

Latin America & Caribbean

Skills Development (technical education) as a national strategy/national agenda for education policy, up to now focus on basic education  
Provide technical assistance through UNESCO to national ministries for education – capacity building

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### China

Low reputation of TVET in the society, no awareness for TVET  
academic careers first choice, upgrade image of TVET  
governmental funding for TVET but not enough, TVET for  
sustainable development

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Saudi Arabia

Image problem of TVET, low quality of the TVET system, improvement of teacher training, curricula development, encourage private sector to invest in TVET and upgrade quality, establishment of standards for TVET, encourage the government to launch a strategic partnership with the private sector in order to manage and operate the TVET system, participation of women in TVET is one of the lowest worldwide

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### Pakistan

Support national quality assurance framework, NQF/TVET (rules, procedures, formats), support governments in establishing legislation framework, support in framing HRD policies

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### Thailand

UNESCO play a role as a catalyst for strengthening image and practise of TVET through research and information, coordination of partners, networking, knowledge sharing, documentation of good practise

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### South Africa

Skills development is critical, need for research and experiences over the last 15 years, what are the positive ideas of TVET, what the potential of TVET, impact on the environment, financial means/challenges to governments

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### Germany

TVET system very positive image, based on a strong public private partnership, modern means of learning in companies and vocational schools (dual system of TVET), didactic approaches for learning in the process of work, professional teachers and trainers in the companies, research on the potential of TVET, on future topics of TVET,

UNESCO should play an active role and network, improve the image of TVET, maintain the role of a competitive TVET system to national economies, highlight the importance of financing (investment) TVET systems, create standards.

Regional and Country TVET Priorities for UNESCO  
Working Group 2

UNESCO is not a funding agency. UNESCO should concentrate on strengthening its own capacities at main office, regional and field offices and (re)build a critical mass of experts and staff in order to focus on funding partnerships and capacities to strengthen research, information and knowledge sharing in the field of TVET.

UNESCO should assist in putting TVET more strongly into regional and national education agendas where appropriate.



Regional and Country TVET Experts Meetings for UNESCO  
Working Group 2

UNESCO should upgrade the image of TVET at country and regional level

UNESCO should provide technical advise (on the regional and country level) on quality of TVET

related for example:

HR, curricula and material development, pedagogy, methods, standards, assessment and evaluation, finance and governance, students career guidance, labour market linkages