



United Nations
Educational, Scientific and
Cultural Organization

UNEVOC

International Centre
for Technical and Vocational
Education and Training

UNEVOC NETWORK in Action (2012-2017)

in fulfilling SHANGHAI CONSENSUS



DRAFT REPORT

Education
2030 

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Preface



It is with great pleasure that I share with you the report of UNEVOC Network participation and contributions in fulfilling the recommended actions of the 2012 Third International Congress (Shanghai Consensus) held in Shanghai, China. Since the Congress, the UNEVOC Network has registered a multi-phased development in supporting Member States of UNESCO in transforming technical and vocational education and training (TVET) through capacity development, knowledge management and regional and international cooperation. It has facilitated UNESCO TVET strategy (2016-2021) by introducing new flagship programmes including TVET Leadership Programme, Greening TVET Guide Implementation along with the established TVET Forum. These activities have given an impetus to the strengthening and implementation of UNESCO TVET strategies.

The Congress culminated in seven concrete recommended actions that guided us in scaling up interventions for TVET transformation. 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 (MDGs) 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 an increasingly 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, as well as the growing demand for **21st century skills, green skills and digital skills**, are among contributing factors to the transition towards sustainable societies and economies.

UNESCO-UNEVOC International Centre 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 member institutions of the Network (UNEVOC Centres) in capacity development, knowledge development and management, or collaborative research projects to address the recommended actions of the Third International Congress.

This progress report is a timely opportunity to present how the UNEVOC Network has been contributing to the journey of TVET transformation through South-South and North-South-South cooperation. The report maps out the results of participation and contributions of the UNEVOC Network in helping UNESCO fulfilling these recommended actions.

On behalf of UNESCO-UNEVOC International Centre, I extend my sincere gratitude to the People's Republic of China for hosting the 2017 International Conference on TVET entitled 'Skills on the move: Global trends, local resonance' in close collaboration with the German Federal Ministry of Education and Research (BMBF). My deep appreciation also goes to the continuous support of the Government of the Federal Republic of Germany for our work since the establishment of our Centre.

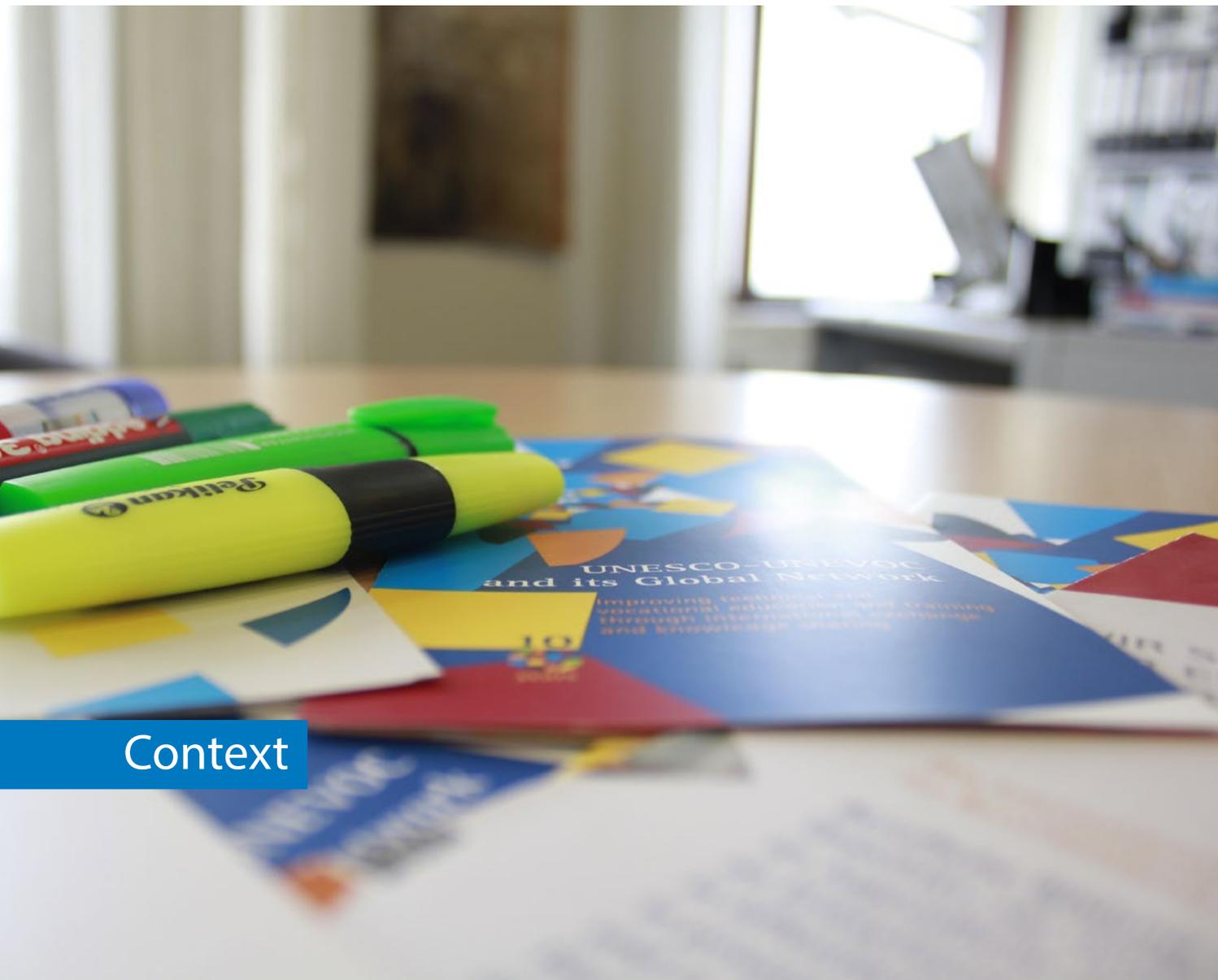
We hope that readers will find the report interesting and encourage readers to find out more about other activities on our website www.unevoc.unesco.org

Shyamal Majumdar
Head of UNESCO-UNEVOC

Abbreviations

ADB	Asian Development Bank
ADENE	Portuguese Agencia Para Energia
ASEAN	Association of Southeast Asian Nations
BIBB	Federal Institute for Vocational Education and Training
BMBF	German Federal Ministry of Education and Research
BVC	Bow Valley College
CEDEFOP	European Centre for the Development of Vocational Training
CERD	Centre for Educational Research and Development – Lebanon
CETVETAR	Department of Vocational Teacher Education of the Centre for Technical and Vocational Education, Training and Research - University of Nigeria Nsuka
CiCan	Colleges and Institutes and Colleges
CIRADD	Research Initiation and Sustainable Development Support Centre - Canada
CIS	Commonwealth of Independent States
CIVTE	Central Institute for Vocational and Technical Education, Ministry of Education – China
CONALEP	National College of Technical Professional Education – Mexico
COP	Conference of Parties
DWA	German Association for Water, Waterwaste and Waste
EduHK	Education University of Hong Kong - Hong Kong, China
ENSET	College of Technical Education of Mohammed V Souissi University – Rabat, Morocco
ENSIT	National Higher Engineering School of Tunis – Tunisia
ENSTAB	National School of Advanced Science and Technologies of Borj Cedria – Tunisia
ESD	Education for Sustainable Development
ETF	European Training Foundation
FCT	Federal Capital Territory
GAP	Global Action Programme
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeiten
IAG – TVET	Inter-agency group on technical and vocational education and training

ICTs	Information and Communication technologies
INA	the instituto Nacional de Aprendizaje - Costa Rica
KRIVET	Korean Research Institute for Vocational Education and Training
MCAST	Malta College of Arts, Science and Technology
MDGs	Millennium Development Goals
NBTE	National Board for Technical Education
NCVER	National Centre for Vocational Education Research – Australia
NITTR	National Institute of Technical Teachers' Training and Research, Kolkata - India
HEART/NTA	HEART Trust, National Training Agency – Jamaica
PP	Promising Practice
Rol	return on investment
RQFs	regional qualification frameworks
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
SDRE	Society for the Development of Rural Economy – Nigeria
SIT	Seychelles Institute of Technology
STEM	science, technology, engineering and mathematics
TESDA	Technical Education and Skills Development Agency - Philippines
TVET	Technical and Vocational Education and Training
TVEC	Tertiary and Vocational Education Commission – Sri Lanka
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-UNEVOC	UNESCO's specialised International Centre for technical and vocational education and training
UNIDO	United Nations Industrial Development Organization
UNW-DPC	UN-Water Decade Programme on Capacity Development
WBL	Work based learning
WYSD	World Youth Skills Day
YCT	Yaba College of Technology – Nigeria



Context

In 2012, the global TVET community met at the Third International Congress on Technical and Vocational Education and Training in Shanghai, China, reviewing the major trends and policy developments in TVET, discussing challenges faced by TVET systems and exploring appropriate responses aimed at transforming TVET. This global dialogue resulted in Shanghai Consensus, which serves as the outcome document of the congress. Shanghai Consensus culminated in seven concrete recommended actions, which are as follows:

- » Enhancing the relevance of TVET
- » Expanding access and improving quality and equity
- » Adapting qualifications and developing pathways
- » Improving the evidence base
- » Strengthening governance and expanding partnerships
- » Increasing investment in TVET and diversifying financing
- » Advocating for TVET

Shanghai Consensus called upon the UNEVOC Network, in particular to support Member States in the following two actions:

- » Collect and disseminate evidence demonstrating the multiple and diverse policy approaches for transforming and expanding TVET, using the UNEVOC Network and UNESCO Chairs active in the field.
- » Expand and enhance the capacities of the UNEVOC Network to play a key role in developing the capacities of decision-makers and practitioners, and facilitate the involvement of all stakeholders.

Milestones of the UNEVOC NETWORK (2012-2017)

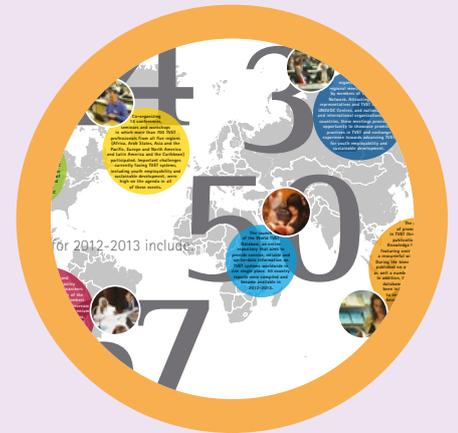
The UNEVOC Network, coordinated by the UNESCO-UNEVOC International Centre, has aligned its activities to fulfil the Shanghai Consensus. The following timeline depicts activities undertaken in collaboration with the UNEVOC Network from 2012 to 2017.



UNESCO-UNEVOC Follow up Strategic Forum on Shanghai Consensus

Bonn, Germany
November 2012

The UNEVOC Strategy was formulated



Translating Shanghai Consensus into Action

A series of Fora in the five regions of the UNEVOC Network

(San Jose, Costa Rica
Seoul, Republic of Korea
Abuja, Nigeria
Moscow, Russian Federation;
Beirut, Lebanon)



3rd International TVET Congress

Shanghai, China
13-16 May 2012

Call upon the UNEVOC Network to support the implementation of Shanghai Consensus



UNEVOC Global Forum on Skills for Work and Life Post-2015

Bonn, Germany
October 2014

Contributed inputs to
SDG's Agenda

Advancing Shanghai Consensus

Tangshan, China
July 2017

Skills on the move: global
trends and local resonances
discussion



UNESCO Strategy for TVET (2016-2021)

Bonn, Germany
July 2016

The strategy was officially
adopted and launched
coinciding the celebration of
World Youth Skills Day



The UNESCO-UNEVOC International Centre supported the UNEVOC network in three areas: professional capacity building, knowledge development and production, and knowledge management and sharing (Figure 1).

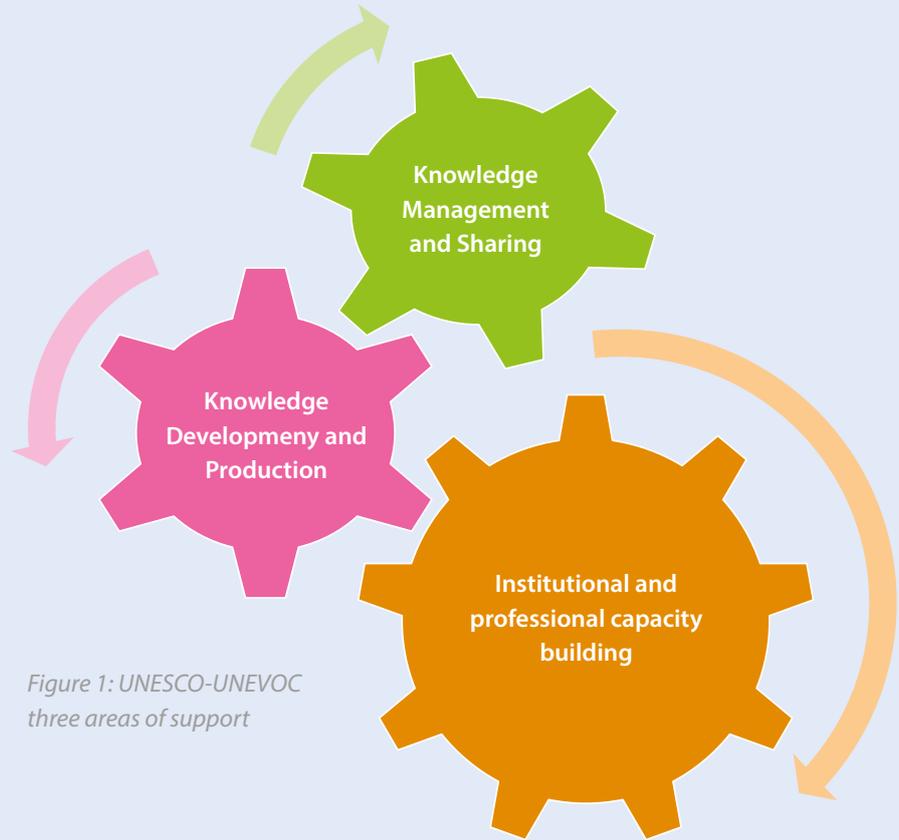


Figure 1: UNESCO-UNEVOC three areas of support

The UNESCO-UNEVOC International Centre has diversified its activities to address these three areas of support; Figure 2 presents UNESCO-UNEVOC activities at a glance.

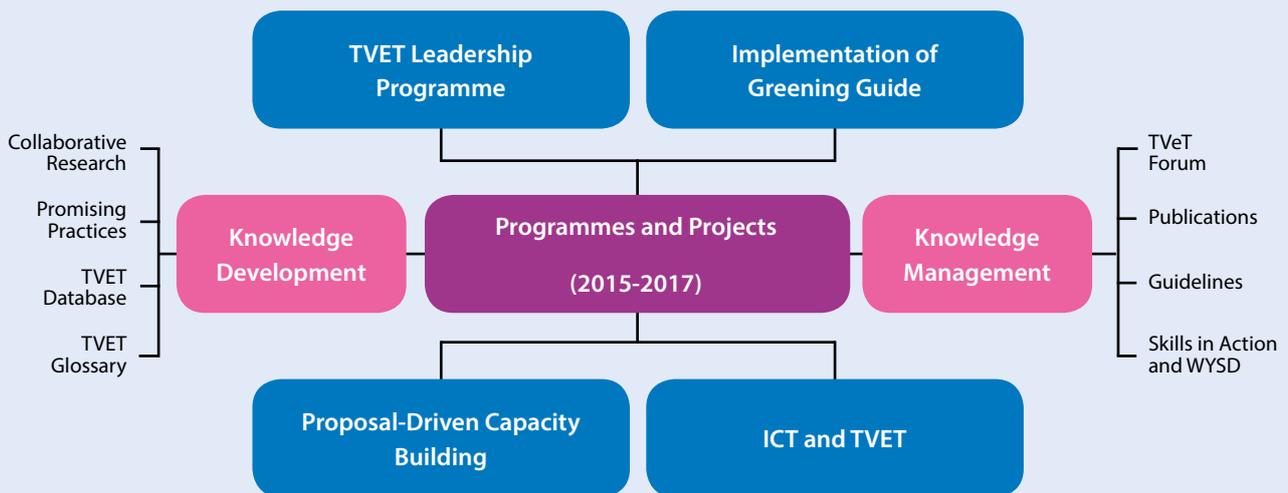


Figure 2: UNESCO-UNEVOC Activities at a glance

The UNEVOC Network responds to Shanghai Consensus

Since the International Congress, the recommendations of Shanghai Consensus have been translated into concrete results and accordingly UNESCO-UNEVOC's activities mobilized the cooperation of the UNEVOC Network in facilitating the fulfilment of Shanghai Consensus.

Sensitizing UNEVOC Centres to the recommended actions of the Third International Congress

A series of UNEVOC regional consultation fora was organized by UNESCO-UNEVOC International Centre in Asia and the Pacific, Africa, Latin America and the Caribbean, Europe, North America and Commonwealth of Independent States (CIS) and Arab States from August to November in 2013. These fora followed up on the seven concrete recommended actions of Shanghai Consensus. More than 350 TVET experts participated in the five fora and displayed their most innovative policies and practices on matters related to Shanghai Consensus, among others. The UNESCO-UNEVOC International Centre has also collected and disseminated Promising Practices (PP) and exemplars on topics related to enhancing relevance of TVET and the implementation of sustainable development principles in TVET design, training delivery, training standards and qualifications development.



The regional forum series culminated with a UNEVOC Global Forum entitled 'Skills for Work and Life Post-2015' in Bonn, Germany, in October 2014, which engaged over 200 delegates from 65 Member States, including 67 participants from 62 UNEVOC Centres. The discussions highlighted the Shanghai Consensus and clarified the role of TVET in the post-2015 development agenda.

Specifically, the forum consolidated the achievements of the regional forum series and informed the global debate on TVET in the context of the post-2015 development agenda. It engaged multiple stakeholders in identifying concrete and coherent global directions, policy measures and programmatic interventions in the areas of youth employability and skills development including promotion of greening skills and competencies through TVET. Five regional meeting reports and a global forum synthesis report were produced and are available online.



UNEVOC Regional Consultations

Latin America and the Caribbean: 27-29 August 2013 in San Jose, Costa Rica
Hosted by the Instituto Nacional de Aprendizaje (INA, Costa Rica)

Asia and the Pacific: 4-6 September 2013 in Seoul, Republic of Korea
Hosted by the Korean Research Institute for Vocational Education and Training (KRIVET) and in collaboration with Deutsche Gesellschaft für Internationale Zusammenarbeiten

Africa: 17-18 September 2013 in Abuja, Nigeria
Hosted by the National Board for Technical Education (NBTE)

Europe, North America and the Commonwealth of Independent States (CIS): 28-29 October 2013, in Moscow, Russian Federation
Hosted by the National Observatory on Vocational Education/Centre for VET Studies

Arab States: 19-21 November 2013, Beirut, Lebanon
Hosted by the Ministry of Education and Higher Education, General Directorate for Vocational and Technical Education

Translating Shanghai
Consensus into Action

A series of Fora in the five regions of the UNEVOC Network



in Latin America and the Caribbean



in Asia and Pacific



in Africa



in Europe, CIS and North America



in Arab States



The following part highlights some key UNESCO-UNEVOC's interventions against each of the recommended actions:

Enhancing the relevance of TVET

Including education for green economies and green societies

UNESCO-UNEVOC International Centre's advocacy in greening TVET has mobilized support for a Network-wide inclusion of 'green' economies and 'green' societies development agenda in TVET. The projected number of green jobs in key sectors like manufacturing, construction and agriculture are expected to increase as occupations are made more adaptable to climate change agenda and technology shifts in the labour market continue to influence the structures and processes of work. Another basis is the shift to an increasingly low-carbon economy that is changing the pattern of consumption and production. These changes are calling upon greater relevance for TVET in the context of sustainable development.

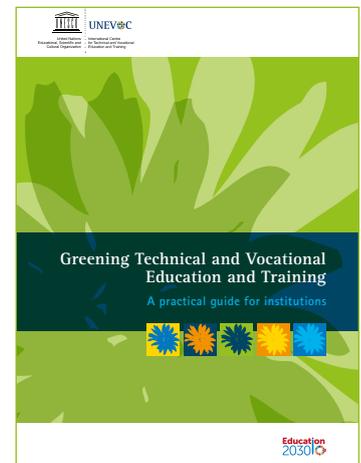
Guided by the principles and practical approaches for greening TVET, UNEVOC Centres have started incorporating greening TVET and skills initiatives to adapt to the greening of jobs. The aim is to operationalize a whole-institutional implementation to provide a conducive environment for developing curriculum and training that is relevant for the changing work patterns and for integrating green skills in the present curriculum for existing occupations or competencies. This links directly to raising the employment opportunities of the youths in an increasingly greening economy and upgrading the skills of those in existing occupations to make competencies more relevant to the needs. Many of these practices and experiences are shared across the UNEVOC Network as part of peer learning.

Several platforms and initiatives are supported by the UNESCO-UNEVOC International Centre to enable learning across the Network from 2012 to 2017. The UNESCO-UNEVOC International Centre's interventions are wide-ranging. They include development of institutional guiding tool, capacity-building programmes, advisory and knowledge and resources development.

These activities have given an impetus to the strengthening of sustainability agenda of TVET institutions. The Greening of TVET institutions is a response facilitated by the UNESCO-UNEVOC International Centre to help institutions establish mechanisms for adapting education and training to address climate change. TVET institutions serve as conduits for promoting institutional strategies to adopt green campus operations and foster greening curriculum and training, greening research and engagements with community and enterprises.

Since 2012, members of the UNEVOC Network have taken steps to consider greening TVET principles and approaches in a range of activities and initiatives they implement in their respective institutions. The UNESCO-UNEVOC International Centre supports this approach through the Greening TVET Guide developed to support a whole-institutional approach to integrating sustainability principles, concepts, processes and content of TVET.

Examples of the initiatives documented from the Network are grouped into four thematic areas; institutional building and policy support, research and training development, teacher education and curriculum and training. Further information about these greening TVET initiatives is given in Annex 1.



Promoting the integration of information and communication technologies in TVET

Three activities were organized in line with enhancing relevance of TVET for the digital workplace and societies, namely a session at the *'eLearning Africa'* (May 2015), a session at the *'Online Berlin Conference'* (December 2015), and an *'Experts' Meeting on ICT in TVET'* (March 2016).

The UNESCO-UNEVOC International Centre created a platform for the UNEVOC Network to be part of international exchange on issues related to education, training and technology. The Online Educa and eLearning events, both organized by private organizations in 2014 and 2015, provided these platforms for the Network to sensitize the awareness of TVET stakeholders in the UNEVOC Network, and offer opportunities to exchange practical experiences with teaching with technologies. TVET personnel from ten UNEVOC Centres in Jamaica, Lebanon, Malawi, Malaysia, Mexico, Nigeria, Saudi Arabia, South Africa, Sri Lanka and Tanzania attended the Online Educa in Berlin. Several African countries were supported to join the eLearning Africa discourse.

An Experts meeting on ICTs in TVET followed through the key message from the international exchange, which is the need to support TVET teachers with tools to integrate ICTs in TVET, improve access, quality and transform teaching and learning through ICTs. It resulted in the conceptualization of an ongoing initiative of the UNESCO-UNEVOC International Centre to develop a *Practical Guide* document on ICTs in TVET guided by the principles and analysis of needs of TVET teachers and trainers.

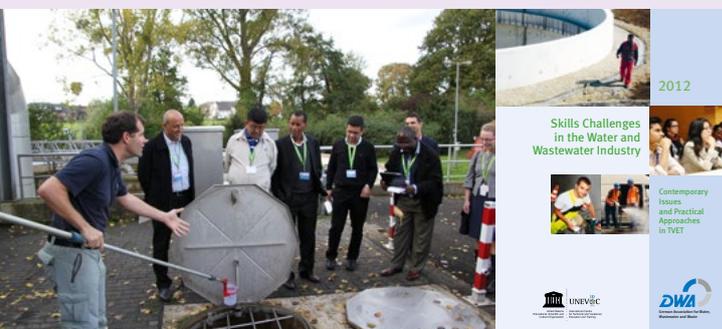
Enhancing relevance of TVET for safeguarding intangible cultural heritage

The UNEVOC Network took part in the discussion on the importance of TVET and skills development to safeguarding the intangible cultural heritage. Within the framework of the 39th session of the World Heritage Committee, UNEVOC Centres from Namibia, Jamaica, Sri Lanka, Georgia, Malta, Saudi Arabia and Iran offering relevant vocational training programmes on safeguarding cultural heritage were invited to share their experiences and learn from other international projects and experiences. The discourse pressed on 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. 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.

Enhancing relevance of TVET for Water Security

The UNESCO-UNEVOC International Centre has facilitated the institutional capacity development of UNEVOC Centres to enhance TVET relevance for water security. Water is a key factor in the development of job opportunities either directly related to its management (supply, infrastructure, wastewater treatment, etc.) or in economic sectors that are heavily water-dependent such as agriculture, fishing, power, industry and health. In fact, three out of four of the jobs worldwide are water-dependent, according to the 2016 United Nations World Water Development Report. For instance, the UNESCO-UNEVOC International Centre facilitated the participation of UNEVOC Centres in the International Trade Fair on Water organized in Munich, Germany from 5-7 May 2014 with the aim to provide an enabling environment for evolving new perspectives in TVET for water sustainability and the water-energy connection.

As a joint effort by the UNESCO-UNEVOC International Centre, UNEVOC Centres, and the German Association for Water, Wastewater and Waste e.V. (DWA) a resource material was developed in 2012 entitled *'Skills Challenges in the Water and Wastewater Industry: Contemporary Issues and Practical Approaches in TVET'* in collaboration with the UNEVOC Network, UN-DWA, and UN-Water Decade Programme on Capacity Development (UNW-DPC).





Expanding access and improving quality and equity

The UNESCO-UNEVOC International Centre has undertaken various activities to improve TVET quality, specifically to improve the capacity of TVET teachers and trainers. The quality of TVET depends on the qualification and motivation of TVET teaching personnel that secures better learning outcomes. For instance, the UNESCO-UNEVOC International Centre facilitated UNEVOC Centres' contribution from Bahrain, Egypt, Jordan, Lebanon, Oman, Saudi Arabia and Tunisia to the UNESCO study on the topic which led to the publication in 2014 entitled *Technical and Vocational Teachers and Trainers in the Arab States: A Review of Policies and Practices on Continuous Professional Development*. Another example is a training on entrepreneurship education and the use of ICTs in teaching process, organized in Marrakesh, Morocco in November 2016; 30 TVET teachers and managers from Morocco, Algeria, Tunisia, Lebanon and Mauritania were trained on the topic. This activity was organized as part of the capacity-building project coordinated by the UNEVOC Centre in Morocco, ENSET-Rabat and supported by the UNESCO-UNEVOC International Centre. ENSET-Rabat launched its MOOCs on entrepreneurship education which served as an example of leveraging ICTs in teaching process.

Promoting equity and gender equality in TVET is one of the three priority areas of UNESCO's Strategy for TVET (2016-2021). In line also with UNESCO's global priority on gender equality, the UNESCO-UNEVOC International Centre has been promoting discussion to shed light on issues related to gender inequality in TVET, with particular focus on women's participation in TVET, and to build a stronger knowledge base on good practices to help guide targeted policies and programmes. At the occasion of the World Women's Day in March, 2017, the International Centre organized a social media campaign on Twitter, Facebook and its TVET Forum to raise a call for action. The International Centre successfully reached out to the global community (more than 2000 impressions on Twitter and more than 11000 views on Facebook) highlighting the key points of action to better enable women to deal with the changing world of work. A number of UNEVOC Centres were also engaged in various activities at their respective institutions and the information was shared through the International Centre's website.

Adapting qualifications and developing Pathway

Qualification frameworks and quality assurance mechanisms have been addressed through various UNESCO-UNEVOC's interventions. UNEVOC Centres in the Southern African Development Community (SADC) and Association of Southeast Asian (ASEAN) regions have been involved in developing regional qualification frameworks (RQFs) in their respective regions.

Most recently, from 20 to 22 February 2017, in Colombo, Sri Lanka, the UNESCO-UNEVOC International Centre in collaboration with the UNEVOC Centre in Sri Lanka, Tertiary and Vocational Education Commission (TVEC) organized a sub-regional workshop entitled 'TVET Systems for Sustainable Development: Innovations & Best Practices in Quality Assurance of TVET in South Asia'. UNEVOC Centres from India, Pakistan, Iran, Bangladesh and Sri Lanka participated discussing a forward-looking view of qualification frameworks and quality assurance mechanisms. The workshop also addressed global trends in recognition of learning outcomes. The workshop called for further development of a country report on the practices and approaches in quality assurance of TVET systems and qualifications in the participating countries. These country reports are envisaged to enable a comparative analysis of the experiences across countries within the South Asian region and to help identify promising practices for policy learning or even adaptation.

Improving the evidence base

Through collaborative research and other knowledge production initiatives, the UNESCO-UNEVOC International Centre has mobilized the UNEVOC Network towards strengthening research in TVET, by tapping into the expertise available within the UNEVOC Network, with a view to developing the information base and promoting more evidence-based policy-making.

The International Centre has been facilitating development of instruments to improve the collection and analysis of quantitative and qualitative evidence relevant to the formulation of the national TVET policy agenda.

Research on Return on investment in TVET

Led by the National Centre for Vocational Education and Research (NCVER), one of the UNEVOC Centres in Australia, a collaborative research on investment (RoI) in TVET has been organized. The research project has built on the analysis of cost and benefit and returns from additional investment in vocational education and training in Australia. An international framework, which supports data analysis for measuring the RoI in TVET, has been developed by NCVER and the UNESCO-UNEVOC International Centre, with collaboration from other UNEVOC Centres in Asia; Malaysia, the Philippines, Nepal, Sri Lanka, China and Rep. of Korea.

The resulting framework is planned to further test, collect RoI data, and develop supporting documents for country-level collection exercises, including instructional guidelines, data collection procedures, proformas for RoI indicators and measures. The work is envisaged to culminate with an international RoI comparative matrix and to further inform policy discourse and subsequent country-based RoI researches. It is planned to produce the final output in 2018.



Research on Competency-based approach to work-based learning

An ongoing research collaboration project with the Federal Institute for Vocational Education and Training (BIBB) is exploring to develop a knowledge base on work-based learning (WBL) using a competency-based approach. The collaboration commenced with an initial review of literature on the state of WBL in multi-level contexts. The outcome guided the formulation of key research questions that were discussed at an Experts' workshop from 22-23 June 2017 in Bonn. Scholars and experts, along with UNEVOC Network members, are planned to contribute to the development of a new Research publication on WBL as a potential resource material and reference for related policy development.



Strengthening governance

One way to contribute to strengthening TVET governance is to facilitate TVET stakeholders' access to concise, reliable and up-to-date information on TVET systems worldwide. *TVET country profiles* provide baseline data about TVET systems in the Member States to help TVET community to learn about trends and know where a given country's TVET system stands. The UNESCO-UNEVOC International Centre, in collaboration with the UNEVOC Centres have been developing a series of country profiles that provide key information such as the country's TVET mission, strategy and legislation; structure of TVET systems; governance and financing, TVET teacher and trainers, qualifications frameworks, reforms, initiatives and challenges. From 2012 to 2017, a total of 80 country profiles were published online. The profiles are published in several languages and it is planned to further add and update country profiles on a regular basis.

Expanding partnership

The UNESCO-UNEVOC International Centre is an active member of *One UN in Bonn* group, which demonstrates One UN response on key issues of human resource development in respect to SDGs. For instance, during the UNEVOC Global Forum in Bonn, Germany in 2014, the UNESCO-UNEVOC International Centre invited guest speakers from UN agencies in Bonn to deliver a joint session on global challenges in respect to TVET post-2015. Challenges such as climate change, loss of biodiversity, desertification and the role TVET can play to mitigate these challenges were discussed. The UNESCO-UNEVOC International Centre has built *strategic partnerships with the host country*, Germany and has been working closely with its UNEVOC Centres.

Coordinated by UNESCO Headquarters, the UNESCO-UNEVOC International Centre is part of the *Inter-agency group on TVET (IAG – TVET)* which has proven to be an effective mechanism for strengthening international and regional cooperation and to ensure a good coordination of activities by the key international organisations involved in the delivery of policy advice, programmes and research on TVET. IAG – TVET seeks to better leverage the work of each member organisation and enhances knowledge sharing and a common understanding of key issues.

The private sector has increasingly become a key player in TVET. In many countries, employers and their organizations, including chambers of industry and commerce, as well as trade unions, play an active role in determining training needs, and help ensure that these needs are addressed. The UNESCO-UNEVOC International Centre has mobilized UNEVOC Centres to develop and strengthen their connections with the private sector at the country level. Through the UNEVOC Network and TVET Forum, dialogue among UNEVOC Centres and the private sector has been facilitated.

Increasing investment in TVET and diversifying financing

Using UNESCO-UNEVOC's online platform, benefits of investing in TVET and different approaches to financing TVET have been brought to a global discourse among the TVET community. Two virtual conferences held on related topics sought to inform the wide TVET community of the breadth of understanding on this matter and stimulate debates.. With support from a UNEVOC Centre in Australia-NCVER, one such discourse was designed and facilitated to elevate the 'Return on Investment (RoI) in TVET' discussion in 2016 as part of the virtual conference series to a larger audience and explore the different benefits from investing in TVET and ways to measure the return on investment in TVET across a range of countries.

The discussion also revealed the challenges of diversity of TVET systems and contexts, as well as the availability of the appropriate data to enable the measurement of RoI. The discussion generated interest from 230 participants from 63 countries, 36% of which are from the UNEVOC Network.

Another example is the virtual conference on 'Diversifying the funding sources for TVET' organized in 2017, which was attended by 219 participants from 81 countries.

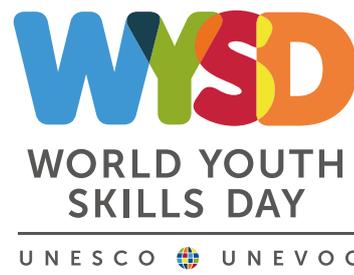
**RoI information is useful to governments
as information on the performance of the system
and to provide justification
for the public expenditure on TVET.**

Advocating for TVET

In several opportunities, the UNESCO-UNEVOC International, in collaboration with the UNEVOC Network, raised the profile of TVET by engaging different actors of education and training in global debates, including stakeholders from TVET institutions, young people, the private sector and business leaders, civil society groups and media.

World Youth Skills Day

Since 2015, the UNESCO-UNEVOC International Centre has been mobilizing the UNEVOC Network and engaging partners in observing the World Youth Skills Day, which was designated by the United Nations as a global commemoration to celebrate youth every 15th July. UNESCO uses this event to raise the profile of TVET skills development by coordinating events and dialogues commemorate this occasion. In 2015, for example, the UNESCO-UNEVOC International Centre hosted in Bonn a panel discussion on "Youth skills for work and life in the post-2015 agenda". This created a platform for the young people to hear about the experiences of youth delegates in acquiring and using TVET skills to increase their employment and contribute to business creation. A similar debate was organized in 2016 engaging young people from the Arab States and Europe. In 2017, the UNESCO-UNEVOC International Centre in partnership with the UNEVOC Centres is working further to expand this movement worldwide, through a photo competition, social media campaign and a joint event with the European Centre for the Development of Vocational Training (CEDEFOP) to discuss ways to enhance attractiveness of TVET which is planned to be livestreamed worldwide.





Skills in action Award

A Skills in Action Award was launched by the UNESCO-UNEVOC International Centre between 2014 and 2015 to generate success stories of TVET graduates and disseminate their stories. The aim was to promote the attractiveness of TVET among the young people and stimulate learning through TVET given the lack of available documentation on success stories of how TVET skills supported graduates with employment and entrepreneurship. Eighteen stories from young TVET graduates were submitted and evaluated in 2015 with the aim to highlight the importance of skills for the youth employment and livelihood, and establish their impact to the community. The initiative resulted in the selection of stories that demonstrate “Skills in Action”. They were recognized at a regional and global event platform.

Recognizing TVET skills on the global level could be a potential strategy for improving the image of TVET.

skillsinaction 



Alia Wedderburn, Jamaica

Beauty services practitioner and instructor

1st Place Winner

“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 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.”



Asma Ahmad Sheikh, Pakistan

Entrepreneur and community training centre owner

2nd Place Winner

“Without the skills I have learnt, 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 learnt 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 center 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.”



Steven Jeffrey, Australia

Carpentry Apprentice

3rd 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 practice 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.”

World Skills competition

The 42nd and 43rd editions of the WorldSkills competition under the auspices of World Skills International were held in two year intervals in 2013 (Leipzig, Germany) and in 2015 (Sao Paulo, Brazil). WorldSkills is the largest skills competition in the world. Every two years, hundreds of young skilled people from all over the world, accompanied by teachers and trainers, come together to evaluate themselves against international benchmarks in several skill sectors. The UNESCO-UNEVOC International Centre participated in WorldSkills in the two occasions, engaging UNEVOC Centres to strengthen national participation in skills competition. Such engagement, for example, has helped stimulate Philippines' TESDA efforts in increasingly promoting skills development of TVET graduates through organizing regional competitions to develop competence in key sectors against international standards and market vocational skills.



Global media forum

In 2012 and 2013, the UNESCO-UNEVOC International Centre joined the Global Media Forum, in Bonn, Germany. Attended by over 2000 people every year and hosted by Deutsche Welle, Germany's international broadcasting service, the forum drew media representatives from around the world and people from the fields of politics, culture, business, development cooperation and academia. Together they discussed and designed approaches to meeting the challenges of globalization in which the media play a central role. TVET was one of the inputs in at least two debates:

- » "Education. Culture. Media. Shaping a Sustainable World" (2012 forum)
- » "The Future of Growth – Economic Values and the Media" (2013 forum)

Using these platforms, the UNESCO-UNEVOC International Centre and UNEVOC Centres took part in the debate. For example, in the 2013 forum, Centres from Uganda, Norway and Republic of Korea discussed the importance of networking to advance skills development for sustainable growth. Participants shared examples of successful cooperation that has taken place across the globe to improve the possibilities for young people to successfully transition from education to employment.



TVET at global climate change and green economy fora

Several international platforms were used to further promote TVET, greening initiatives and the needs for skills in the context of climate change adaptation and meeting the skills needs in the greening of economies. This resulted in bringing TVET to the climate change discourse and providing the public and inter-ministerial stakeholders with knowledge of climate education using TVET.

- » COP21 (Paris, December 2015): Featured greening TVET practices of UNEVOC Centre in Germany (BIBB) and Malta (MCAST)
- » COP22 (Marakkech, November 2016): Discussed greening TVET practices in Germany (Regional Competence Center for Sustainable Vocational Education and Training, Uelzen County – Vocational Schools); Morocco (ENSET); Seychelles (SIT); Hong Kong, China (EduHK); and Finland (Omnia).
- » 1st PAGE Conference on Green Economy Learning Forum: Discussed greening TVET initiatives in Germany (supported by GIZ and University of Magdeburg); Nigeria (YCT and CETVETAR); Paraguay (MOEC); Grenada (T.A. Marryshaw Community College); Canada (CEGEP); Philippines (TESDA); and Tunisia (ENSIT).
- » 2nd PAGE Ministerial Conference on Green Economy and Learning Forum: Facilitated debate on green skills gap and the response from education and training. A project pitch was featured from Nigeria (YCT).



A call to action for the UNEVOC Network

Shanghai Consensus produced a clarion call for the UNEVOC Network to support Member States in two areas:

- » collecting and disseminating evidence, and
- » developing the capacities of decision makers and practitioners and facilitating the involvement of all stakeholders.

Collecting and disseminating evidence

The UNESCO-UNEVOC International Centre has drawn on the knowledge, expertise and capacities of UNEVOC Centres and embarked on their national and regional exposure to collect and disseminate evidence and promising practices to increase the knowledge base on salient and contemporary TVET topics. The UNESCO-UNEVOC International Centre manages a number of online services and products as part of its clearinghouse functions, Promising Practice Database and TVET Forum are among these online services.

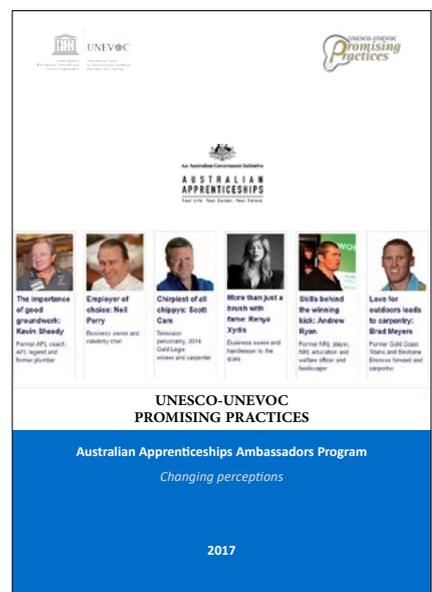
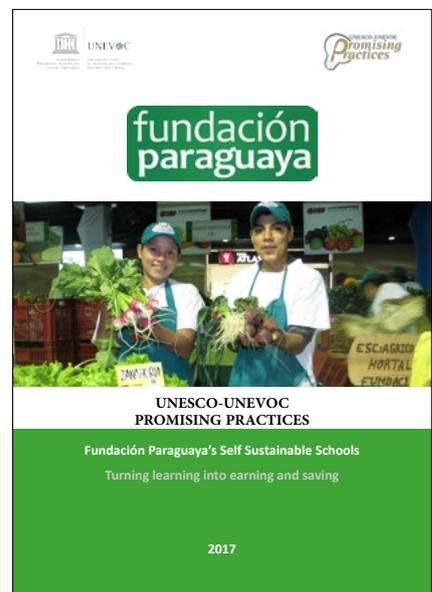
Promising practices



The UNESCO-UNEVOC International Centre has collected and disseminated promising practices based on six criteria; impact, innovation and creativity, knowledge base, stakeholder engagement, monitoring and evaluation, efficiency. The Promising Practices have been showcased in different international and regional platforms of the UNESCO-UNEVOC International Centre.

For example, five regional forum series in all the five regions of UNESCO provided opportunities to identify innovative practices in TVET and discuss about the approaches, issues, challenges and lessons learned in implementing these practices with a focus on initiatives related to youth employment and advancement of sustainable development agenda in TVET. The UNEVOC Network played a key role in identifying these practices, supporting their development, promotion and implementation. Of these practices, nine were especially highlighted at the UNEVOC Global Forum in Bonn, Germany in 2014 to promote learning from these practices and disseminate information. Further information about these practices is given in Annex 2.

More promising practices are identified and presented in a concise and attractive format to promote learning from different TVET approaches. For instance, in 2017 the UNEVOC Centres contributed two recently published promising practices.



TVeT Forum



The UNESCO-UNEVOC International Centre has informed and initiated dialogue about global TVET trends from all corners of the world through one of its online services, the TVeT Forum. It is an online platform where more than five thousands of TVET experts from all over the global share their knowledge and experience about different aspects of TVET. Figure 3 demonstrates the growth of TVeT Forum membership from 2012 until present.

Every year, three to four moderator-driven discussions called Virtual Conferences are conducted to tackle crucial themes in TVET development and stimulate debates to gather valuable input from the TVeT Forum community.

Dissemination of normative instruments and frameworks for transforming TVET

The UNEVOC Network has provided UNESCO an avenue to disseminate UNESCO strategies, tools, normative instruments and guidelines to the Member States. It, therefore, has become an effective conduit for engaging Member States and sensitizing their awareness on several normative instruments and frameworks for transforming TVET.

Various opportunities and platforms were created to disseminate and increase stakeholder understanding and institutional implementation of global policy frameworks, consensus and normative instruments that have been formulated to guide TVET development in the Member States. Of these, capacity development and awareness-raising interventions were made in relation to the five key instruments and frameworks developed thus far:

- » **Recommendations concerning TVET (2015)** – the development of this normative framework engaged various stakeholders from the Network at different stages (such as during online consultations, Experts workshop).
- » **UNESCO Strategy for TVET (2016-21)** – the new strategy was launched in Bonn in July 2016 after a series of internal consultations with experts. Discussions around the thematic priorities of the strategy allowed stakeholders from the UNEVOC Network and other TVET players gain an understanding of the underlying principles and strategies that can inspire action-oriented initiatives at the country level.

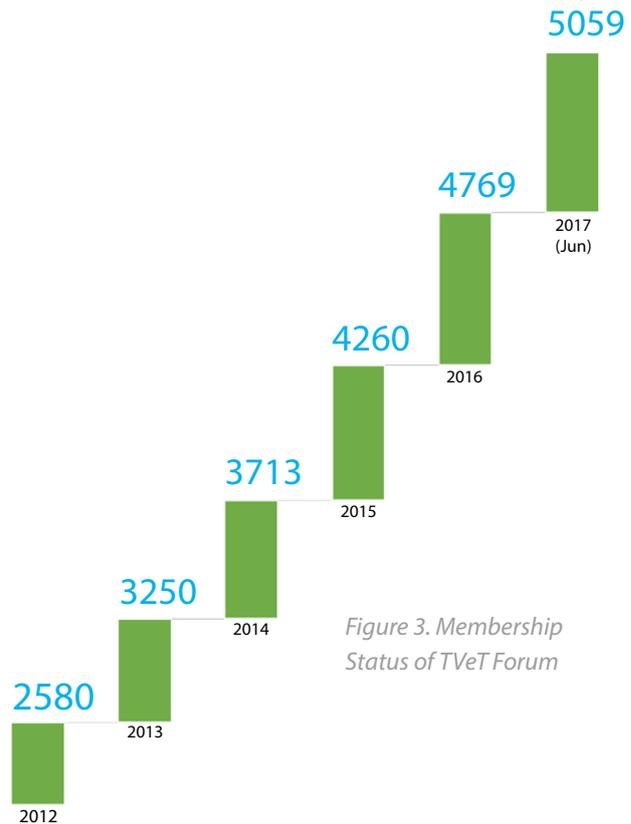
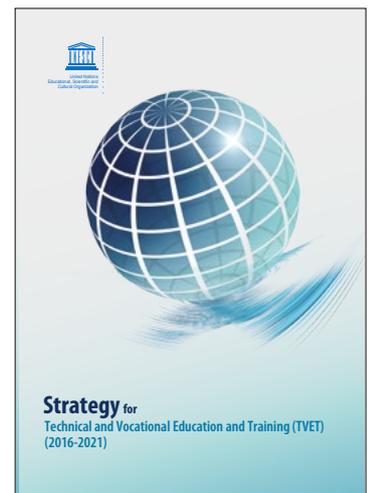
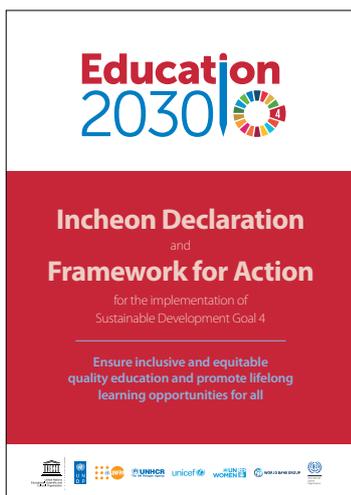
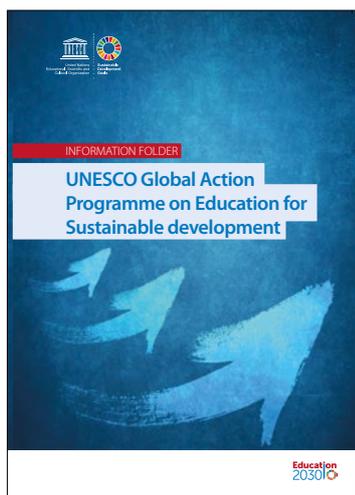


Figure 3. Membership Status of TVeT Forum



- » **UNESCO Global Action Programme on ESD (GAP on ESD)** – the framework was launched in November 2014 and had been disseminated since 2015. The UNESCO-UNEVOC International Centre took the opportunity to integrate contents of the GAP on ESD in various capacity building programmes and initiatives for greening TVET institutions. The aim has been to strengthen the ESD components in TVET curriculum and programmes, as well as enable TVET to mainstream priority areas in implementing ESD and greening TVET. This involves advancing policy, transforming learning and training environments, building capacities of educators and trainers and mobilizing community and local solutions (such as in UNEVOC TVET Leadership programme; COP21 and COP22 side events, capacity development programmes in Fiji, India and Iran).
- » **Education 2030 Framework for Action and the SDGs** – the resulting action framework for the education sector has been widely disseminated across the UNEVOC Network and served as anchors of discussions on TVET transformations (such as in UNEVOC TVET Leadership programme; COP21 and COP22 side events, capacity development programmes in Fiji, India and Iran).
- » **UNESCO Declaration on ICT and Post-2015 (Qingdao)** – the resulting policy recommendations has been widely disseminated across the UNEVOC Network; key strategic points for action were included in thematic discussions with Network stakeholders (such as in workshops organized in Berlin during the Online Educa workshop and in Ethiopia during e-Learning Africa).



Developing capacities of TVET decision makers and practitioners

The UNESCO-UNEVOC International Centre has aimed at strengthening national capacities and supporting capacity development activities to address, in general sense, the recommended actions of Shanghai Consensus. The UNEVOC's capacity development activities have taken into account the different stages of development and the needs of the different types of stakeholders in the UNEVOC Network. The 'UNEVOC Leadership Programme' and 'UNEVOC Proposal-Driven Capacity Building' are flagship interventions undertaken by the UNESCO-UNEVOC International Centre.

TVET Leadership Programme

Consistent with the recommendations of the Third International Congress and the new TVET Strategy of UNESCO, UNESCO-UNEVOC International Centre, in collaboration with several TVET agencies and institutions, designed a *TVET Leadership Programme* that aims to increase the leadership capacities of TVET leaders. The lack of change leaders in TVET is considered as a hindering factor for enhancing relevance to TVET and making TVET systems responsive to economic, social and environmental changes. The programme addresses this perceived bottleneck in enabling TVET institutions to respond to the shifting patterns of work and development agenda.

The programme follows a programme structure as shown in Figure 4, that aims at guiding the process of shaping a vision for TVET institutions by equipping TVET policy makers and practitioners with the knowledge and tools for improving their leadership functions in their respective institution. *The programme was piloted in 2016 and benefitted 22 mid- to senior- TVET leaders from 20 Member States.*

The programme is planned to be conducted annually in a collaboration initiative of UNESCO Headquarters and the UNESCO-UNEVOC International Centre, with inputs from CEDEFOP, ETF, Asian Development Bank (ADB), ADENE, JET Education Services and UNIDO; and German partners including BIBB, GIZ, Lucas Nülle and DIHK.



TVET LEADERSHIP

VISION KNOWLEDGE SKILLS

INTERACTIVE
HANDS-ON
EXPERIENTIAL



UNEVOC TVET Leadership Programme's first batch of trained leaders from Paraguay, Rep. of Korea, Egypt, Brazil, Senegal, Ghana, Barbados, Russian Federation, Jamaica, Kenya, Mexico, Canada, Philippines, Lebanon, Fiji, Nigeria, Sri Lanka and Belarus.

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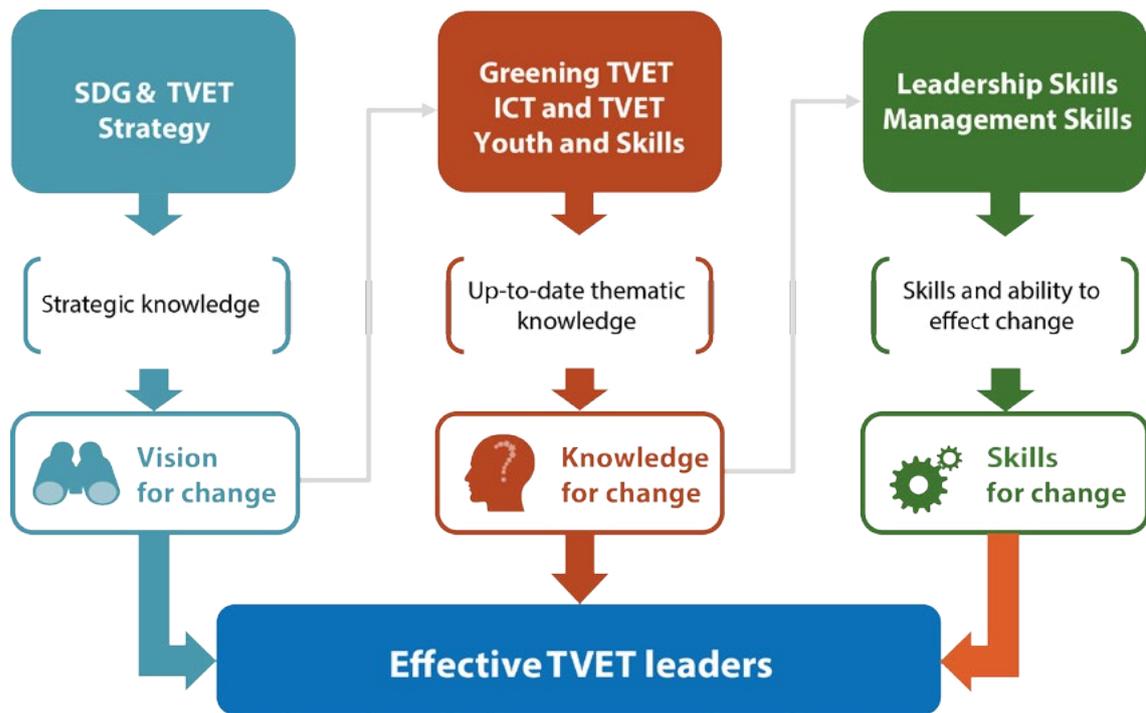


Figure 4: TVET Leadership Programme structure

A bottom-up approach in capacity development

The UNESCO-UNEVOC International Centre has undertaken an initiative of engaging UNEVOC Centres in the design and delivery of capacity development programmes with the purpose of improving the quality and efficiency of TVET. While no one-size-fits-all model is in place, language and geographical issues can become bottlenecks in expanding the outreach. The initiative is a bottom-up approach where UNEVOC Centres utilize their institutional expertise and familiarity with regional issues in TVET to address topics such as improving teaching and learning processes, professionalizing TVET teachers and trainers, promoting entrepreneurial skills, and engaging marginalized and rural populations.

Supported by the UNESCO-UNEVOC International Centre, **six capacity development programmes** were organized by UNEVOC Centres in Madagascar, India, Iran, Australia, Paraguay and Morocco in 2015 and 2016. **As an outcome, more than 156 TVET leaders and teachers benefitted and gained the knowledge and skills for improving their performance in the current profile.** A list of these capacity building programmes is given in Annex 3.



From L-R clockwise, capacity building programmes held in Madagascar, India, Iran, Australia, Paraguay and Morocco



The UNEVOC Network as a vehicle for TVET transformation

In response to the call made at the Third World TVET Congress, the UNEVOC Network's structure was adapted to create an environment where there could be more opportunity to decentralize coordinating functions at the regional level while the UNESCO-UNEVOC International Centre provides a global guidance and coordinate synergy of work. The membership of the UNEVOC Network was upgraded from quantitative to qualitative approach and the UNEVOC Network Manual of Operating Procedures was introduced to communicate the general rules of engagement of member institutions and establishes the framework procedures, structures and relationships within the UNEVOC Network.

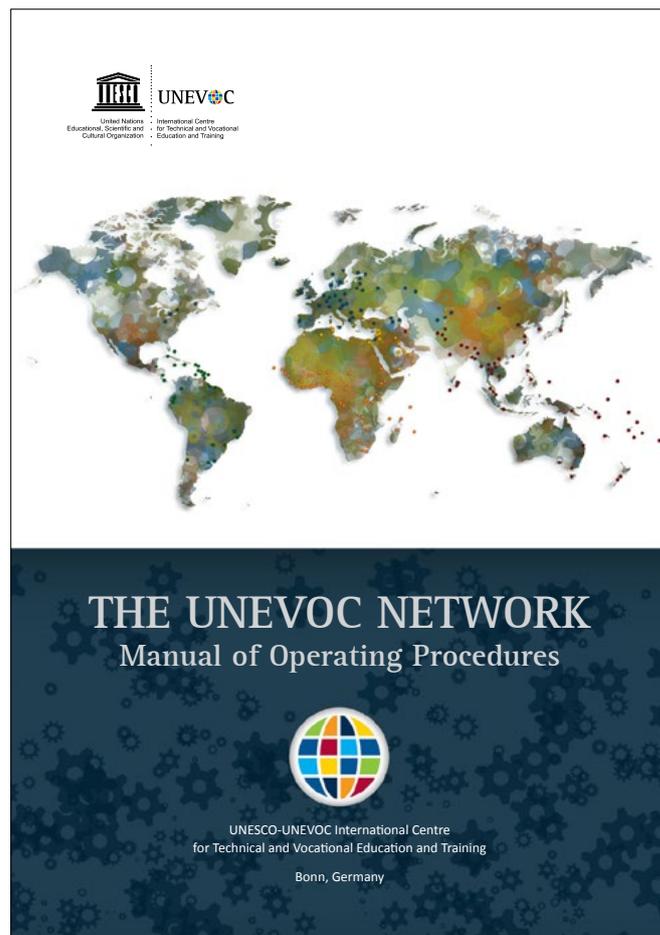
The UNEVOC Network Manual of Operating Procedures

The manual serves as a reference document in consistence with the principles of UNESCO's Comprehensive Partnership Strategy section on UNEVOC Network endorsed at the 192nd session of the Executive Board in September 2013 and subsequently adopted by the General Conference at its 37th session the same year.

The manual informs stakeholders on Network processes, the benefits of having active UNEVOC Centres in a country, and the opportunities for stimulating collaborations with other TVET stakeholders within a country.

Mainstreaming the UNEVOC Network in UNESCO work

The past five years saw an increasing participation of the UNEVOC Centres in several fronts of work of UNESCO in TVET. For example, the deliberations and subsequent adoption of the 2015 Recommendations for TVET at the 38th session of the UNESCO General Conference, engaged a number of UNEVOC Centres in facilitating country level discussion to provide input for the review and updating process of this key normative instrument for TVET. Similarly, the development process for formulating the new UNESCO Strategy for TVET (2016-21) considered important principles, issues, actions and roles that should be taken into account when setting out the global agenda for TVET over the coming years. The challenges and opportunities facing TVET in different countries, in particular, the UNEVOC Network at the helm of implementing TVET policies, were considered in the process.



New UNEVOC Network members

From 2012 until present, 36 new TVET institutions joined the Network from across the globe. Table 1 shows the most recent quality addition to the UNEVOC Network. A list of TVET institutions that joined the UNEVOC Network starting from 2012 can be found in Annex 4.

Table 1. Number of new UNEVOC Centres per region

Regions	Number of new members
Arab States	3
Africa	9
Asia and the Pacific	5
Europe, CIS and North America	10
Latin America and the Caribbean	9

The ways forward

Partnership and Networking as Strategic Resources

Sustainable development and the driving of economies for more jobs and inclusive growth underpin the key transformative shifts needed in education and training. TVET as a fertile ground for deepening inter-governmental and inter-sectoral cooperation frameworks that can mobilize expertise, resources and tie up common vision to create a transformative future.

The Network as a strategy for cooperation builds on local relevance and global impact. It performs as a clearinghouse of new ideas, a test bed of innovations and a platform for benchmarking in TVET. It captures issues to inform global debate, and derives back consolidated ideas to enrich country and institutional reform initiatives. Network members ideally need to be linked to local/national TVET agenda and reforms to be full-fledged players in a global network.

In this dynamic and challenging context, peer-to-peer knowledge sharing and networking between and among TVET stakeholders enhance opportunities, co-development of solutions and pooling of technical and financial resources. Peer networking and policy learning, not policy borrowing, complement efforts to perform necessary benchmarking and monitoring at the global level. This helps in overcoming the limitation of a conventional donor-recipient model. Experience sharing and exchange between and among systems from across a broad spectrum of economic, social and technical capacities and resources (e.g. high income, middle income, and low income) signify a new relationship and become strategic resources in the development agenda.

Transformative future calls upon transformative cooperation that supports capacity building, policy learning, resource sharing and optimization to contribute in the overall SDG goals. UNESCO-UNEVOC International Centre firmly believes that partnership and networking is a strategic resource in SDG era. The UNESCO-UNEVOC International Centre continues to advocate for a transformative vision of TVET with a focus on fulfilling Shanghai Consensus, TVET Recommendations and UNESCO TVET strategy.

Annexes

Annex1: Recent examples of the greening TVET initiatives that were documented from the Network

Institutional building and policy support	
Bow Valley College, Calgary, Canada	Bow Valley College seeks to advance environmental stewardship and champion a College-wide green culture through a focused effort to integrate sustainability into College administration and operation, and academic curriculum development.
Heart Trust/NTA Jamaica	Led by Heart Trust and the National Training Authority, the rationale for whole-institutional efforts is to be able to equip the learners and workers with the techniques, knowledge, skills and attitudes to ensure sustainable development through conservation, recycling initiatives and renewable energy.
Canadian Institutes and Colleges (CICan)	Different levels of activities have been implemented in Canadian colleges using one or more approaches to sustainability. These include infusing skills for sustainability across the curricula, and teaching and learning using place-based learning, service learning and action research.
National College of Technical Professional Education (CONALEP) Mexico	CONALEP promotes attitudes and skills necessary for the prevention and solution of environmental problems. It has since 2016 developed an institutional greening action plan and has been discussing collaboration with the Federal Institute for Vocational Education and Training and the UNESCO UNEVOC International Centre.
ENSTAB Tunisia, in collaboration with ENSIT Tunisia	Based on the UNESCO-UNEVOC International Centre's input, ENSTAB formulated a vision to become a "Green and Smart ENSTAB". Various meetings and debates have been organized in the scientific steering committee of the university with the participation of academics, administrative / operational staff and students.
Research and training development	
Central Institute for Vocational and Technical Education, Ministry of Education (CIVTE) China	Through the Asia Pacific Economic Cooperation project funds mobilized by CIVTE, it led Chinese VET institutions in a research and training development exercise from 2015 to 2016. It aimed at identifying green skills demand in several occupational areas served by TVET in China.
Teacher education	
Department of Vocational Teacher Education of the Centre for Technical and Vocational Education, Training and Research (CETVETAR) Nigeria	CETVETAR has reviewed and revised its teacher education curricula. It now includes two mandatory face-to-face courses in its postgraduate programme: Green Technology and Skills Development, and Emerging Issues and Innovations in Technology Education, which were infused with green economy issues.
Curriculum and training	
The Education University of Hong Kong (EduHK), Hong Kong, China	In collaboration with UNESCO-UNEVOC, the EduHK is leading the process for developing a generic green skills curriculum integration module. The initiative is part of a joint effort by UNEVOC and EduHK UNEVOC Centre to facilitate a mentoring scheme that will provide support and tools for TVET teachers and institution leaders implement green skills integration in TVET curriculum. A pilot Teacher Mentoring and Peer Learning programme was organized by EduHK
Fundacion Paraguaya, Paraguay	Fundación Paraguaya has been implementing a unique self-sufficient school model. The model and lessons from its implementation were shared with other UNEVOC Centres to impart teaching and learning approaches for addressing the needs of the rural youth and communities through entrepreneurship.

<p>Technical Education and Skills Development Agency (TESDA) Philippines</p>	<p>TESDA has included green skills in many certified training courses it offers. Including in agriculture (vermiculture, vermicasting and organic agriculture production), construction (photovoltaic systems installation, design and servicing), waste management (site foreman, spotter and garbage collection), refrigeration and air-conditioning, and automotive (including CFC phase-out, recovery, recycling and conversion, retrofitting and repowering).</p>
<p>Yaba Technology College, Nigeria <i>Focal point: Funmilayo Doherty, former UNEVOC Centre Coordinator</i></p>	<p>The Water Hyacinth project was initiated in 2012 by the Yaba College of Technology as a waste-to-wealth initiative that combines action research and skills training for students to address issues related to the clogging of waterways in Nigeria by the superabundance of these plants. Students at YTC turn the invasive hyacinth plant into an income-generating resource by studying it and transforming it into other forms.</p>
<p>Instituto Nacional de Aprendizaj (INA), Costa Rica <i>Focal point: Victor Hugo Diaz Mora, UNEVOC Centre Coordinator</i></p>	<p>In conformity with Costa Rica’s goal to become carbon neutral by 2021, INA created capacity-development opportunities to increase the level of environmental awareness, thus influencing the management of automotive waste. INA developed methodologies to support awareness-raising among those working in technical and civil fields, and designed a module that encouraged teachers and trainees to devise their own comprehensive plan of waste management and to put it into action.</p>
<p>Canadian Institutes and Colleges (CiCan) <i>Focal point: Marie Josée Fortin, UNEVOC Centre Coordinator</i></p>	<p>Colleges and Institutes Canada (CiCan), in partnership with Environmental and Climate Change Canada, encourages post-secondary graduates in STEM (science, technology, engineering and mathematics) studies through internship placement. Partnerships were established with employers, who also receive incentives in the form of workplace subsidy. Through workplace subsidies, the programme provides interns with opportunities to work for eligible employers that are improving environmental and economic outcomes in Canada.</p>

Annex 2: Promising Practices that were discussed during the UNEVOC Global Forum in 2014

Promising practice	Implementing agency
Youth employment	
Skills acquisition and community empowerment programme for youth and women	Society for the Development of Rural Economy (SDRE) in collaboration with the Federal Capital Territory (FCT) Department of Economic Planning (MDGs Project Support Unit) and FCT Agency for Science and Technology and supported by NBTE Nigeria*
Integration of entrepreneurship in the curricula	Centre for Educational Research and Development (CERD)* Lebanon
ICT-enabled career guidance and job matching to enhance youth transitions in Sri Lanka	Tertiary and Vocational Education Commission (TVEC)*, Ministry of Youth Affairs and Skills Development, Sri Lanka
Knapsack to briefcase. Youths making the seamless transition into the world of work	HEART Trust/NTA* Jamaica
The Vocational Orientation Programme of the Federal Ministry of Education and Research (BMBF)	BIBB* Germany
Greening TVET	
Integrated waste management plan for car mechanic shops	INA* Costa Rica
Conversion of specialized high school Busan Energy Science High School to cater to the skills needs of the energy industries	Busan Energy High School Supported by KRIVET*, Rep. of Korea
CIRADD'S Community Assistance Module – a way to integrate sustainable development and scientific research	Centre d'initiation à la recherche et d'aide au développement durable (Research Initiation and Sustainable Development Support Centre) and Cégep de la Gaspésie et des Îles* in Quebec, Canada
Maurice île durable- Mauritius a model of sustainable development	Mauritius Institute of Training and Development*, Mauritius

*UNEVOC Centres

Details of these practices are accessible here:

http://www.unevoc.unesco.org/up/Promising_Practices_in_TVET.pdf

Annex 3: Capacity Building Programmes in 2015 and 2016

Programme Title	Implementing UNEVOC centre/s	Beneficiaries (from)	No. of persons trained/ institutions
ToT - ICT Competencies Development for LTP Teachers	ISTD and Infor in Madagascar	Madagascar	26 trained from 6 institutions
ToT - Using Bio-technology in Agriculture	NITTTTR Kolkata in India	Africa (Botswana) and Asian countries (India, Myanmar, Nepal, Philippines, Sri Lanka and Thailand)	14 trained from 8 countries
ToT - on: » Industrial Hydraulics and Pumps » Production & Processing of Geospatial Information	SRTTTU in Iran	Afghanistan, Iran	27 trained from 3 institutions
Leadership training - TVET Capacity Development Programme	TAFE Queensland in Australia	Fiji, Kiribati	29 trained from 4 institutions
ToT - Using OERs in Agriculture and development of resources	Fundacion Paraguaya in Paraguay	Paraguay and other Latin American countries	40 trained from Paraguay schools
ToT - Entrepreneurship Education and development of prototype online course	ENSET Rabat in Morocco	Morocco, Algeria, Tunisia, Lebanon and Mauritania	20 trained from 8 institutions

Annex 4: Centres that joined the UNEVOC Network since 2012-2017

Arab States	Norther Africa	Tunisia	Centre National de Formation de Formateurs et d'Ingénierie de Formation (CENAFFIF)	
	Mashreq	Jordan	Center of Accreditation and Quality Assurance for TVET (CAQA)	
		United Arab Emirates	Abu Dhabi Centre for Technical and Vocational Education and Training (ACTVET)	
Africa	Southern Africa	South Africa	JET Education Services	
		Tanzania	Arusha Technical College (ATC)	
		Namibia	Namibia Training Authority (NTA)	
		Botswana	Human Resource Development Council (HRDC)	
	Western Africa	Niger	Ecole Polytechnique de Niamey (EPN)	
		Nigeria	National Board for Technical Education (NBTE)	
		Ghana	Council for Technical and Vocational Education and Training (COTVET)	
		Senegal	Fonds de Financement de la Formation Professionnelle (3FTP)	
	Central and Eastern Africa	Kenya	Rift Valley Technical Training Institute (RVTTI)	
	Asia and the Pacific	East and Southeast Asia	Brunei Darussalam	Institute Of Brunei Technical Education (IBTE)
Southern Asia		Afghanistan	Deputy Ministry of TVET, Ministry of Education (DMTVET – MoE)	
Pacific Islands		Australia	TAFE Directors Australia (TDA)	
		Cook Islands	The Cook Islands Tertiary Training Institute (CITTI)	
		Fiji	Fiji National University (FNU)	
Europe, CIS and North America	Europe	Turkey	Ministry of National Education - Directorate General for VET and LLL (MoNE)	
		Finland	Omnia - The Joint Authority of Education in the Espoo Region (OMNIA)	
		United Kingdom	University of Nottingham, Centre for International Education Research (CIER)	
		Spain	Basque Country's Vocational Training Applied Innovation and Research Centre (Tknika)	
		Russian Federation		Bashkir Institute of Social Technologies (BIST)
				University of Management (TISBI)
		Georgia	Social Partnership Support Division at Vocational Education Development Department of the Ministry of Education and Science of Georgia (MES)	
		Ukraine	iHUB Innovation and Entrepreneurship Center - Kyiv	
	North America	Canada	Colleges and Institutes Canada (CICan)	
			Bow Valley College (BVC)	
Latin America and the Caribbean	Caribbean	Jamaica	University of Technology (UTech)	
		Grenada	Grenada National Training Agency (NTA)	
	Latin America	Paraguay	Fundación Paraguaya (FP)	
		Uruguay	National Institute of Employment and Professional Formation (INEFOP)	
		Colombia	National Training Service (SENA)	
		Mexico	National College of Technical Professional Education (CONALEP)	
		Brazil		National Service for Industrial Training (SENAI)
				National Council for the Federal Network of Vocational, Scientific and Technological Education Institutions (CONIF)
		Chile	Duoc UC	



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