



UNEVOC

INTERNATIONAL CENTRE
for Technical and Vocational
Education and Training

CENTRE INTERNATIONAL
pour l'enseignement
et la formation techniques
et professionnels

11 May 2011

UNESCO TVET Programme Overview

OECS Workshop on TVET/Skills Training, Grenada

11 May 2011

Presented by Robert Parua

UNESCO Kingston Cluster Office for the Caribbean

The Global Framework

- UNESCO Global TVET Strategy
- Millennium Development Goals (MDGs)
- EFA Dakar Framework for Action (EFA Dakar Goals)
- Second International Congress in TVET (1999), South Korea
- Johannesburg Summit on Sustainable Development (Education an important pillar for SD)
- 1996 UNESCO Global Report on Education for the 21st Century (Delors Report). “Learning the Treasure within” The Four Pillars of Learning :
 - -Learning to KNOW, to DO, to BE,& to LIVE TOGETHER
- UNESCO Medium Term Strategy 2008-2013 (Skills, Literacy & Teachers)

Technical and Vocational Education & Training (TVET) defined

- Revised Recommendation (2001)
- TVET – a comprehensive term; “aspects of the educational processgeneral education, the study of technologies and related sciences, ... acquisition of practical skills, attitudes, understanding and knowledge relating to occupations ”... UNESCO, Revised Recommendation, p. 7
- The new term Technical and Vocational Skills Development (TVSD) indicates a move away from a school-oriented approach and includes non-formal Skill Development Programmes which may be delivered in the workplace and which do not lead to formal qualifications. TVSD also includes training acquired in the informal and non formal economic sectors.

Aims of UNESCO TVET Programme

- Assist Member States in integrating “employability skills” in national education systems
- Improving TVET systems
- EFA Goal 3 related to “appropriate learning and life skills.” Promoting long-term strategies and solutions, inclusive and right based approaches (EFA Goal 6 on quality of education)
- Supporting development of national normative and legislative frameworks and standards for TVET

UNESCO Partners in TVET

- UNESCO Member States (MoE, MoL, Training Institutions)
- UN Agencies: ILO, UNDP
- World Bank
- European Training Foundation (ETF)
- International Donor Agencies: USAID, DFID, GTZ, CIDA
- Regional Development Banks: IADB, ADB, AfDB
- Private Sector & NGOs

UNESCO Strategy for TVET

Three core areas:

Core area 1: Provide upstream policy advice and develop capacity at the country level

- Develop and review comprehensive national TVET policies
- Establish coherent and cooperative multilateral approaches

Core area 2: Facilitate conceptual clarification and improve the monitoring of TVET

- Towards a joint definition of « skills »
- Identify TVET indicators
- Assess and monitor normative instruments

Core area 3: act as a clearinghouse and inform the global debate

Key Targets for Strategy for TVET

Targets for Core area 1:

- 15–20 Country benefited from Policy review and Policy advice by end of the first biennium
- Systematic coordination with other international agencies implemented
- Support to national coordination provided
- Revamp UNEVOC network: evidence of South–south, north–south, south–south–north coordination

Key Targets for Strategy for TVET

Targets for Core area 2:

- Joint (interagency) position paper regarding skills
- Key indicators for TVET
- Evidence for Support to member states for collection and analysis of TVET/LM data (IMIS)
- Evidence for supporting the monitoring of EFA goal 3
- Report on normative instrument implementation and key recommendation delivered (89 TVET Convention)

Key Targets for Strategy for TVET

Targets for Core area 3:

- Revamp UNEVOC network
- Scale-up South-South cooperation
- Regional offices collect and disseminate standardized information on TVET
- Evidence of dynamic world debate on TVET and skills
- Thematic reviews implemented:
 - TVET and gender
 - TVET and marginalised
 - TVET and sustainable development
- World Report on TVET
- Third International Congress on TVET implemented

Ongoing work of UNESCO

- Policy reviews
- Cap-EFA projects on TVET: Malawi, Lao PDR, SADC region, Afghanistan
- Green TVET international framework
- Study on normative instruments
- Interagency group on Entrepreneurship skills
- Interagency group on key TVET indicators

Provide upstream policy advice and develop capacity at the country level

Policy reviews

- Malawi: finished
- Benin: Ongoing
- Cambodia: Ongoing
- Lao: Ongoing
- SADC countries: preparatory work for Korea support

Policy advice and capacity development

- Djibouti: ongoing
- Madagascar: ongoing

2. Facilitate conceptual clarification and improve the monitoring

- Analytical framework for policy reviews
- Skills supply and demand models
- Interagency group:
 - Key indicators: Access; Innovation and Quality indicators; Transition to work; entrepreneurial learning
 - Definition of skills: preliminary work at UNESCO
 - Green TVET and green skills discussion (proposal for extra-budgetary funds)

3. Act as a clearing house and inform the global TVET debate

- World report on TVET :
 - Set an international team: High qualified editors team
 - Set a partnership: should be organized with key institutions in the different regions dealing with TVET
 - Set a process: An extensive exchange of opinions and experience within UNESCO and across international institutions under the leadership of UNESCO in view to improve mutual understanding and ensure that in the ongoing global debate on TVET will be based on the experiences of all regions.
 - Flagship to Third International Congress on TVET planned for April 2012 in Shanghai

WHY TVET Reform?

- In the era of global economic integration and rapidly evolving technologies, training for the world of work is critical
- Changes in societies, economies, workplaces
- Increased complexity in skills, knowledge, attitudes needed for employment
- Shifts towards knowledge societies (Life-Long Learning)
- Increased interest in equity, quality & relevance of policies, programmes, etc in vocational education & training
- Continuous renewal of competencies required
- Trajectory of individuals' employment changing

TVET Reform

- Improved quality of TVET training systems
- Revised TVET strategies and policies
- Reformed TVET institutions in the context of life-long learning (Learning to do)
- Public-Private partnerships promoted

TVET Reform:

- Improved standards and quality assurance in TVET
- Dialogue through knowledge networks promoted (Vital)
- Reformed curricula of secondary level to shift emphasis to Technical and Vocational Education
- Improved North-South and South-South Cooperation

TVET Reform: Challenges

- Mainstreaming ICTs in TVET & Skills programmes
- TVET strategies weak link with national development priorities and strategies (Education Sector plans, Vision 2020 etc)
- Slow pace of public –private partnerships
- Tailoring relevant programmes for the labour market needs
- Inadequate technical capacity (Human & resource)

TVET Reform: Challenges

- TVET is low priority of most governments
- TVET policy review & development low priority
- Funding constraints for TVET Sector
- Weak Institutional capacities (management, personnel)
- Relevance and quality of TVET
- Access and equity issues, (Low female enrolment in TVET programmes)

UNESCO Future Plans: TVET in the Caribbean

- TVET Policy Reviews and Development
- Capacity Development of TVET institutions (national and regional)
- Establishing new UNEVOC Centres and Associate Centres
- Strengthening collaboration with ILO and Multi-lateral and Bi-lateral institutions
- Promoting networking and exchange of information via the UNEVOC e-forum on TVET issues

TVET Upcoming Events

- TVET Third International Congress in 2012 : China
- Capacity Development: TVET Policy Course in September in Barbados, ILO/UNESCO
- UNESCO EFA Global Monitoring Report in 2012 to focus on TVET/Skills Training
- Caribbean Regional Conference in TVET 2012
- TVET as priority of UNESCO to incorporated in UNESCO Education Support Strategy for OECS

UNESCO-UNEVOC International Centre for Vocational Education and Training

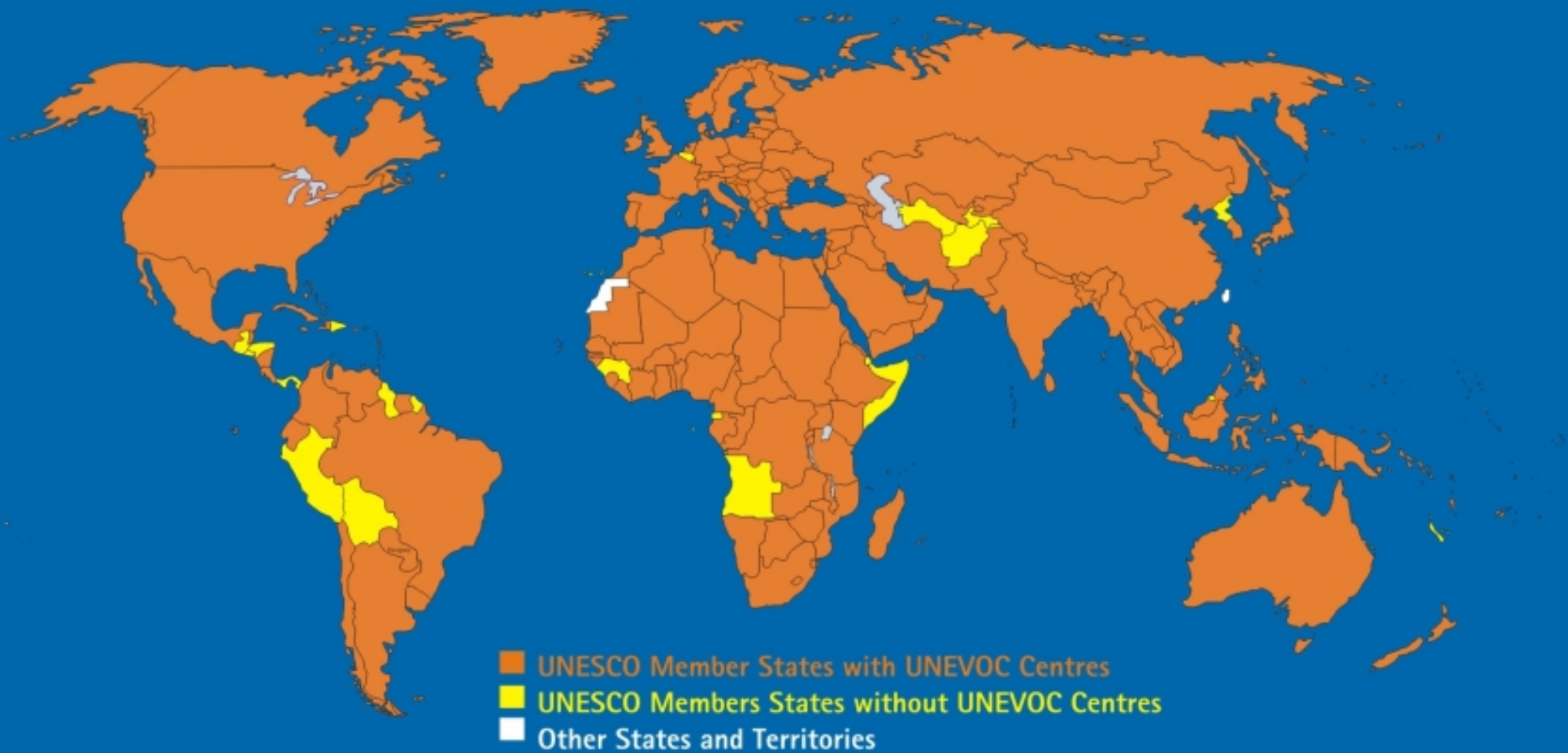


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INTERNATIONAL CENTRE

The UNESCO-UNEVOC International Network

- International network in the area of Technical and Vocational Education and Training (TVET) (1990s)
- Established on the Recommendation of the Seoul 1999 2nd International Congress on TVET
- Made up of UNEVOC centres established in institutions and organizations engaged in TVET in different parts of the world
- Link institutions and organizations responsible for TVET
- Strengthen and upgrade TVET in the context of EFA and the DESD

The UNEVOC Network



The UNESCO-UNEVOC International Network

- 167 Participating Countries
(193 Countries are UNESCO Member States)
- More than 270 UNEVOC Centres - TVET institutions that join through a formal approval process
- Led by team leaders in each UNEVOC Centre
- Joining the network (Open to all)
- Criteria and procedures to become a UNEVOC Centre
- Obligations of UNEVOC centres

Objectives of UNEVOC Network

- Encourage and promote development of TVET systems and policies through the adaptation of international experiences, best practices and innovations in TVET
- Develop the capacities of UNEVOC Centres and associated TVET practitioners
- Share knowledge know-how and competencies through the TVET /UNEVOC networks
- Facilitate inter-regional collaboration

Status: UNEVOC Centres in the Caribbean

- HEART Trust/NTA of Jamaica
- 12 UNEVOC Centres
- Guyana recently registered in August 10
- Antigua and Barbuda to register soon

Suggestions to strengthen UNEVOC Centre in OECS and the Caribbean

- Registration of TVET Experts in the UNEVOC e-Forum
- Active participation of TVET experts in the UNEVOC e-forum
- Developing partnerships (national and regional)
- Organize National Seminars on TVET issues

Suggestions to strengthen UNEVOC Centres in OECS and the Caribbean

- Developing joint projects in capacity development and information sharing in TVET
- Collaborate closely with UNESCO and partners such as ILO
- Promote ICTs in TVET institutions and programmes
- Facilitate study visits and exchange of information with other UNEVOC centres

UNESCO-UNEVOC TVET Publications

- **UNESCO-UNEVOC International Library of Education for the World of Work**
- Newsletter (Bulletin)
- Meeting reports
- Books, reports and brochures on key issues prepared and published by UNESCO-UNEVOC or in collaboration with other agencies
- Case Studies
- Research papers

The UNESCO-UNEVOC Bulletin

A Platform for Inter-Agency Collaboration in TVET



- Languages
 - > Arabic
 - > Chinese
 - > English
 - > French
 - > Portuguese
 - > Russian
 - > Spanish

UNESCO UNEVOC Website

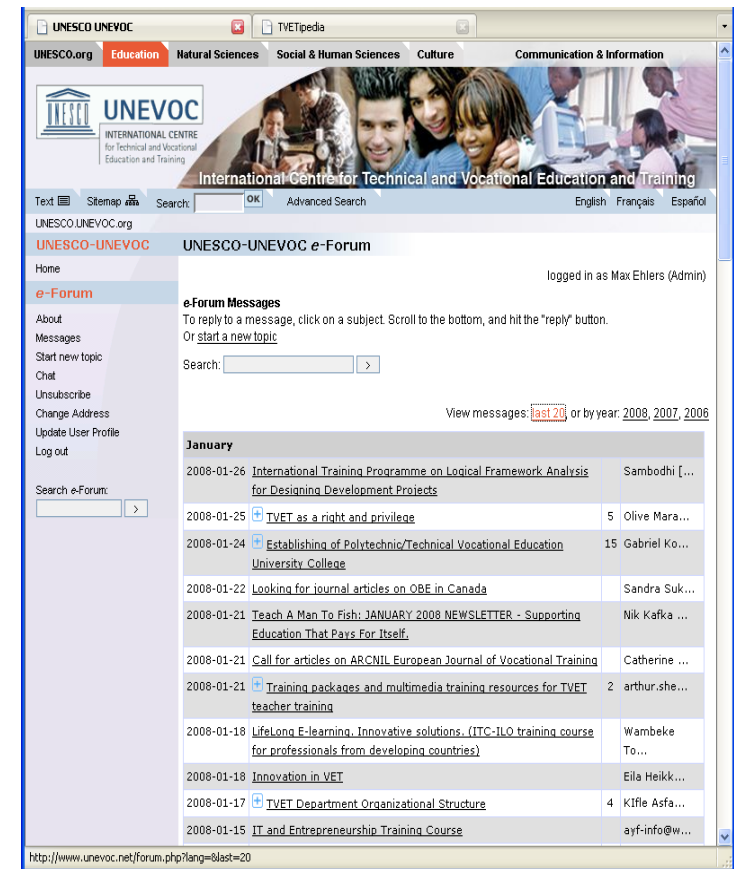
www.unevoc.unesco.org

- Always up-to-date on UNEVOC and TVET: News, events, features (RSS feed available)
- Subscription to UNEVOC services: e-Forum, UNEVOC Bulletin
- Comprehensive search for UNEVOC Publications (most available for download)
- UNEVOC Network Directory easily accessible via online database



UNESCO-UNEVOC e-Forum

- Mailing list TVET experts worldwide (since 2000)
- Access via www.unevoc.unesco.org/e-Forum
- Online interface:
 - > Threaded view
 - > Search messages
- Examples of issues discussed so far in 2010:
 - > TVET Curriculum revision and redesign
 - > TVET policy.
 - > Evaluation and assessment of work-based learning, etc.



END



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