

United Nations
Educational, Scientific and
Cultural Organization

UNEVOC 

International Centre
for Technical and Vocational
Education and Training

Fostering international cooperation and learning in TVET through UNESCO-UNEVOC Network:

UNESCO's strategies and its work in the Asia-Pacific region

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UNESCO-UNEVOC International Centre

“Promoting learning for the world of work”

- Located at UN Campus in Bonn, Germany
- Acts as the hub of the world-wide UNEVOC Network
- Aims to:
 - Promote and foster international collaboration
 - Develop the capacities of UNEVOC Centres and associated TVET practitioners
 - Share promising practices and innovations in TVET





**What guides our work on TVET:
International development vision and frameworks**



Transforming our world: the 2030 Agenda for Sustainable Development



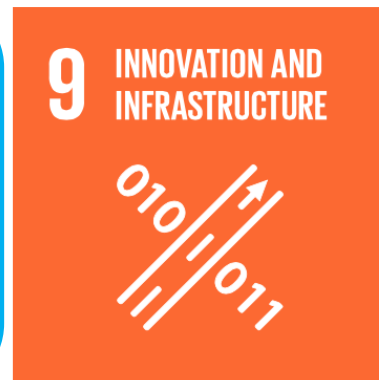
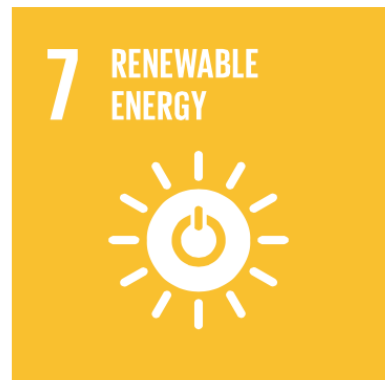
"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

(World Commission on Environment and Development (WCED). *Our common future*. 1987)

- In 2015, the UN General Assembly adopted the universal and transformative **2030 Agenda for Sustainable Development**, along with 17 SD Goals and 169 associated targets.
- One of the 17 SDGs is devoted to EDUCATION.
- From China, President Xi Jinping attended the event and signed the SDGs together with 150 leaders from other member states.



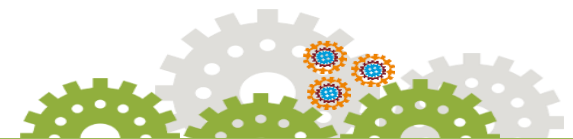
The SDG's: A new vision for People, the Planet, Prosperity, Peace & Partnership



THE GLOBAL GOALS
For Sustainable Development

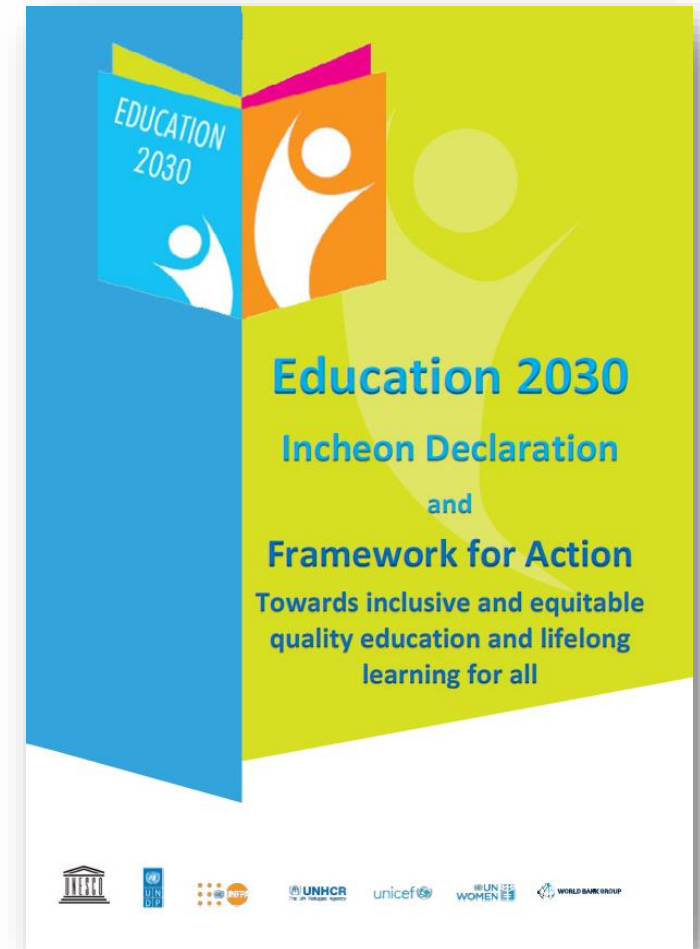
TVET highlighted in 2030 Agenda

- **Sustainable Development Goal 4:** Ensure inclusive and quality education for all and promote lifelong learning
 - **Target 4.3:** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
 - **Target 4.4:** By 2030 substantially increase the number of youth and adults who have **relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship**
 - **Target 4.5:** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations



Education 2030 Framework for Action

- **aims at mobilizing** all countries and partners around SDG 4 and its targets;
- **proposes ways of implementing**, coordinating, financing and monitoring the new common agenda;
- **proposes indicative strategies** which countries may wish to draw upon in developing their plans, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.



The Education 2030 Framework for Action is available from
<http://unesdoc.unesco.org/images/0024/002432/243278e.pdf>

Recommendation Concerning TVET (2015): GUIDELINES FOR MEMBER STATES



- **Sets the principles and context for aligning TVET work of Member States with the SDGs**
- **Guides Member States in applying principles while defining their own strategies**
- **Vision and aims of TVET:**
 - **To empower individuals and promotes employment, decent work and lifelong learning**
 - **To promote inclusive and sustainable economic growth**
 - **To promote social equity**
 - **To promote environmental sustainability.**

UNESCO's New TVET Strategy: WHAT CAN UNESCO BRING TO NATIONAL TVET SYSTEMS



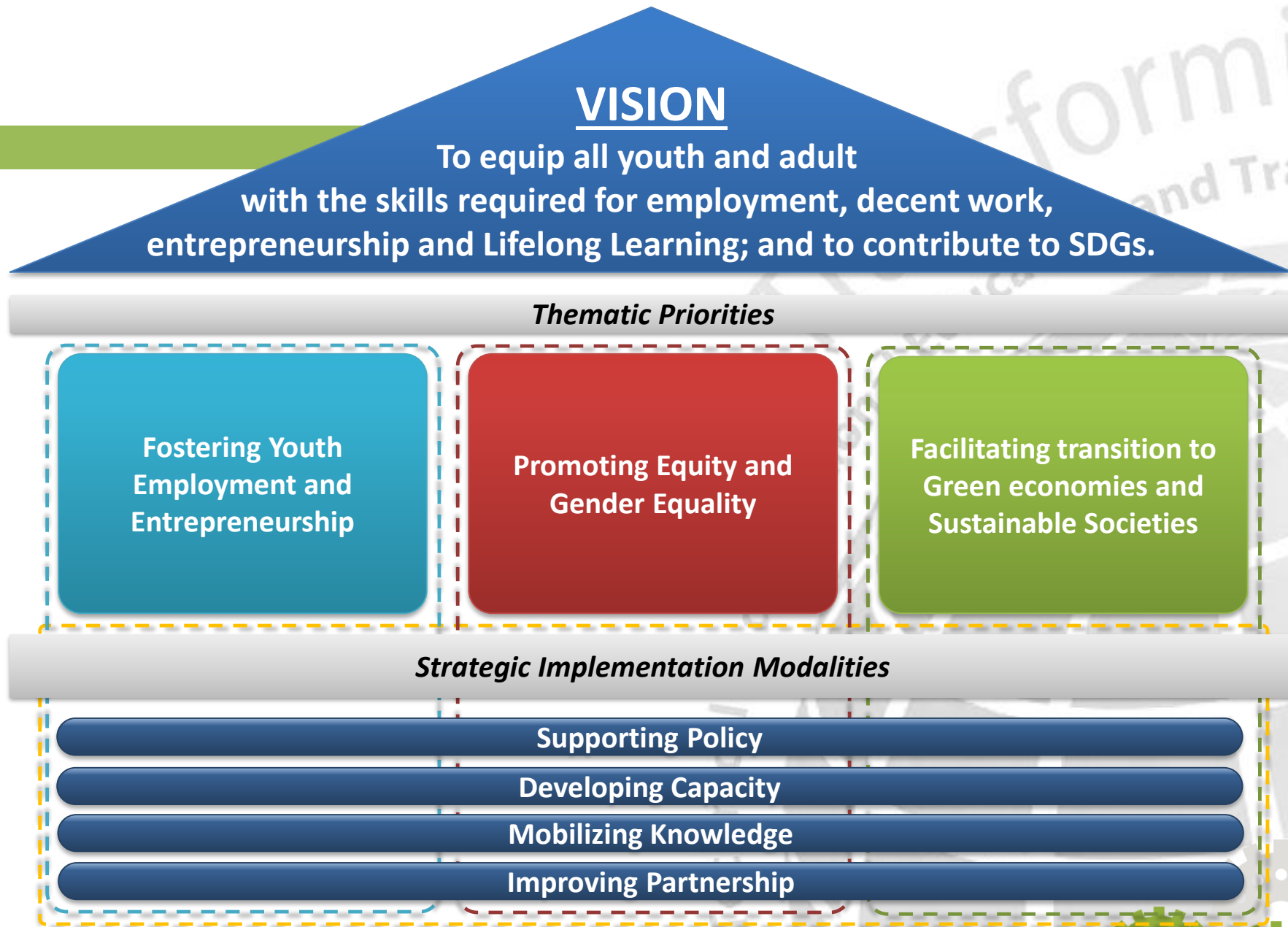
Recommendations
concerning TVET
(2015)



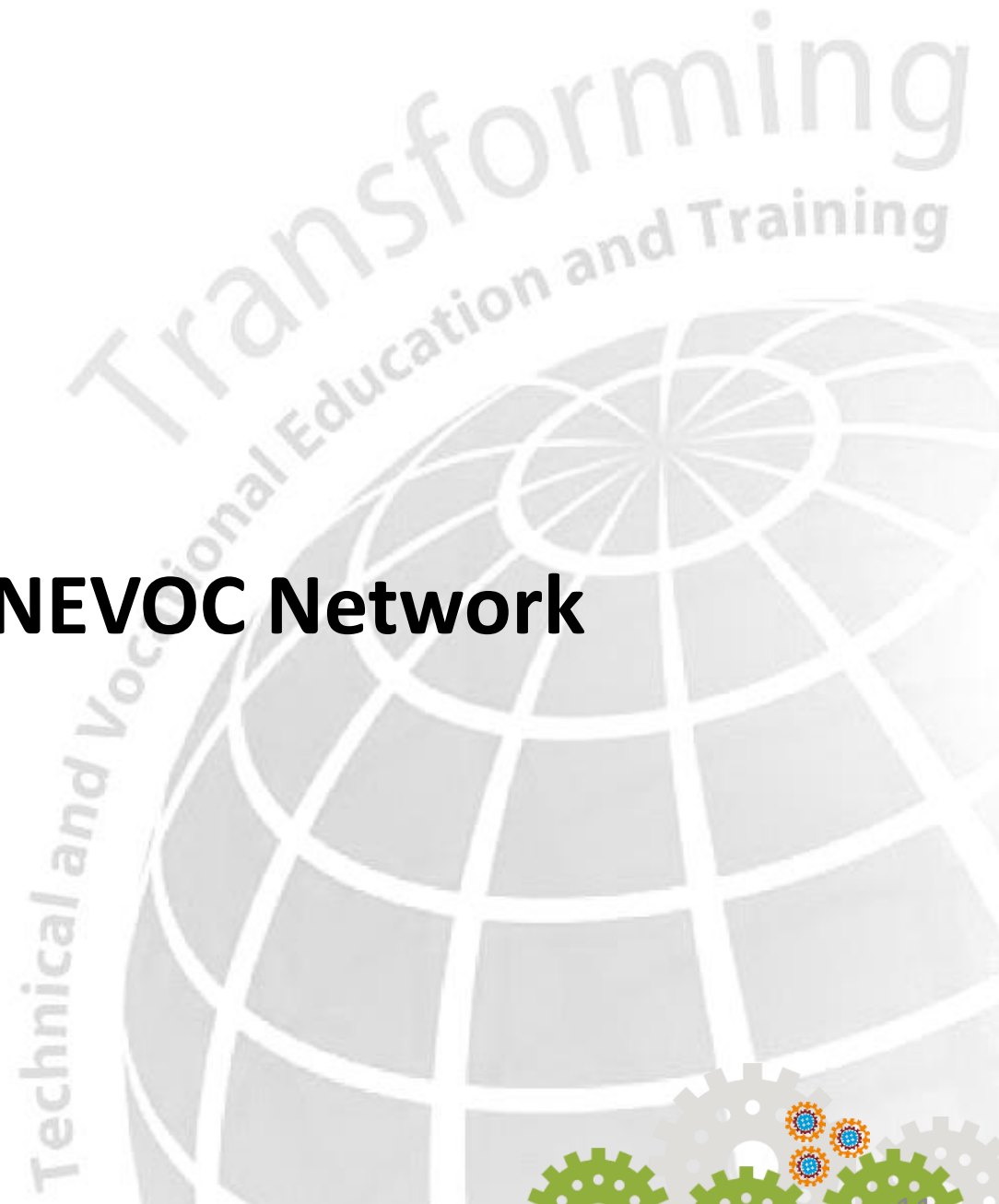
New UNESCO TVET
Strategy (2016-2021)

- A collaborative work for policies reviews and development;
- Normative instruments and guidelines;
- Relevant international evidence, networking and peer learning opportunities;
- Capacity Building.



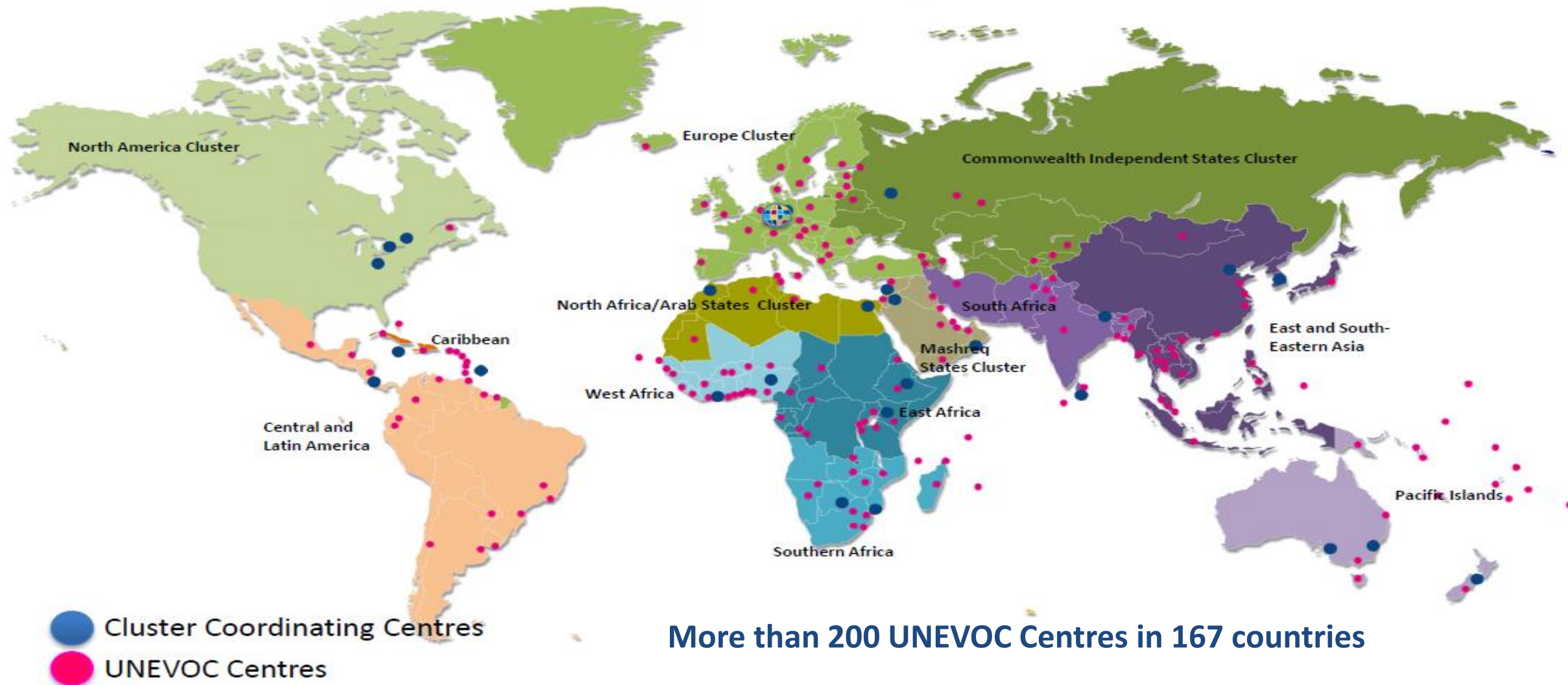


What is UNESCO-UNEVOC Network



The UNEVOC Network

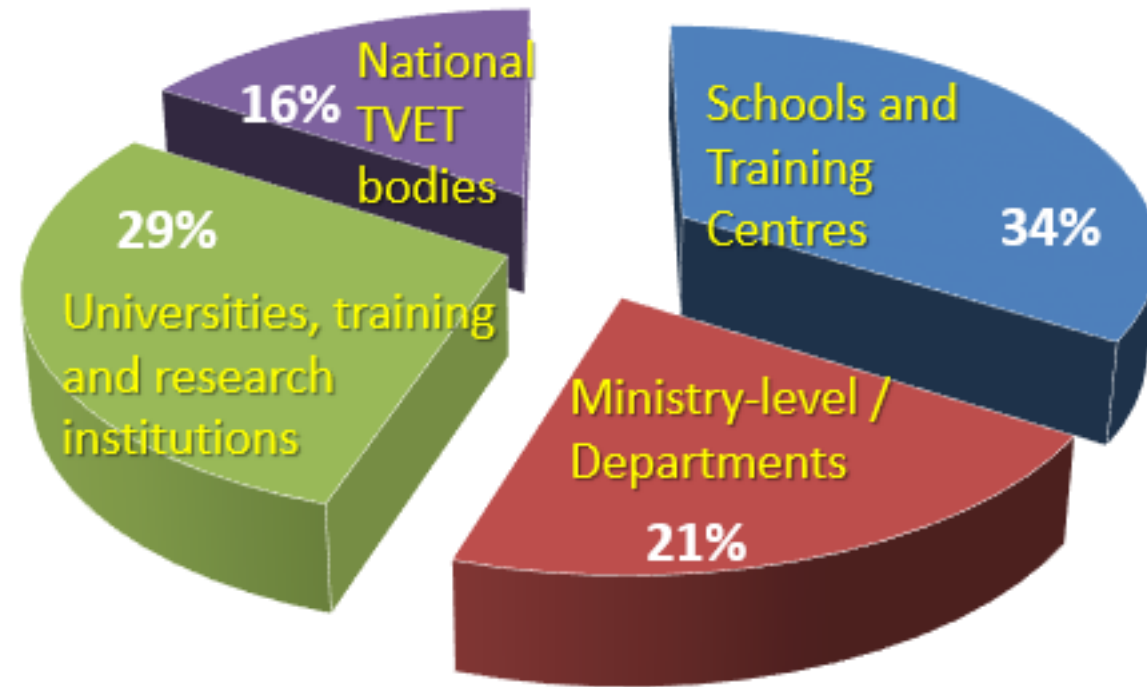
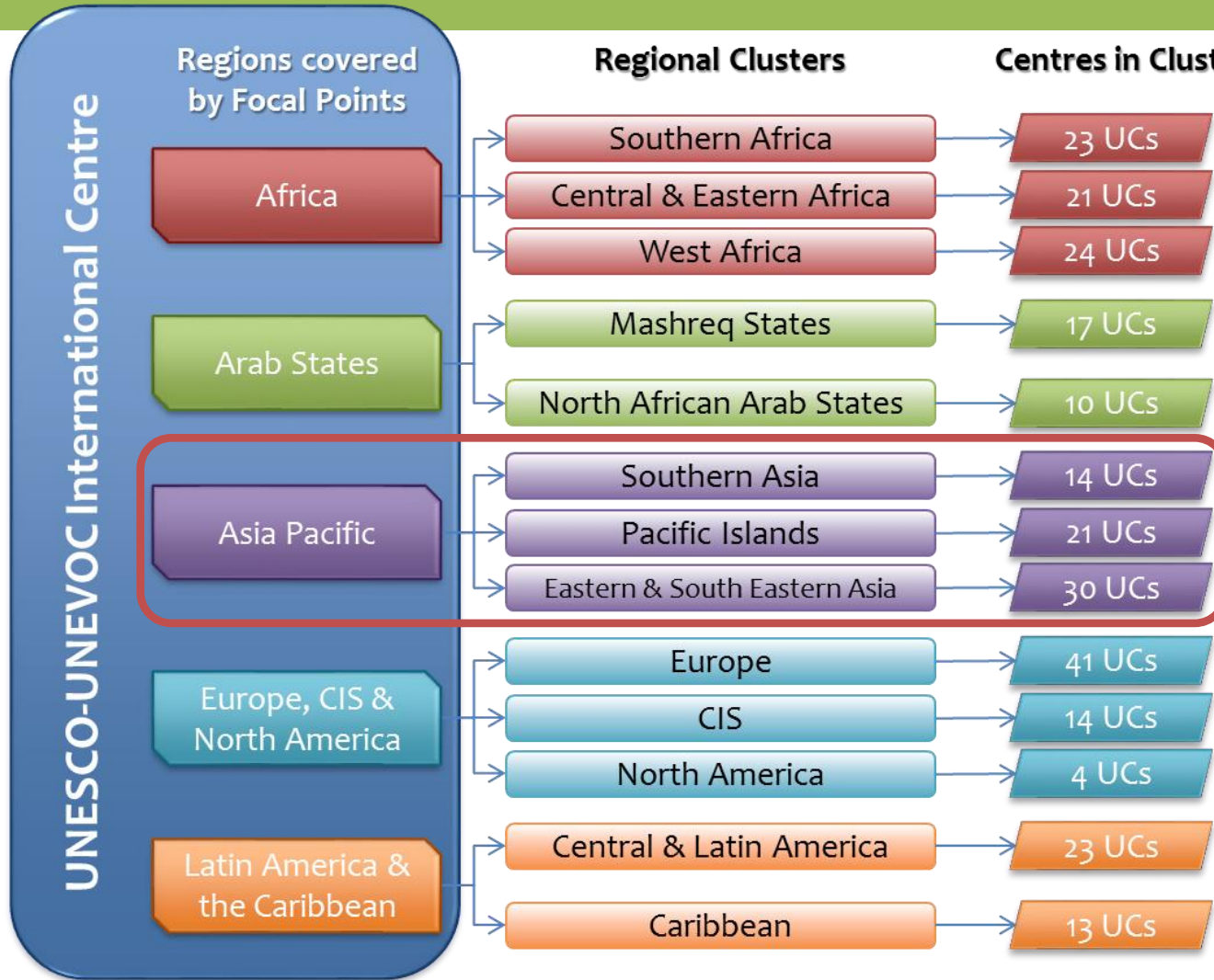
Worldwide Network of TVET Institutions



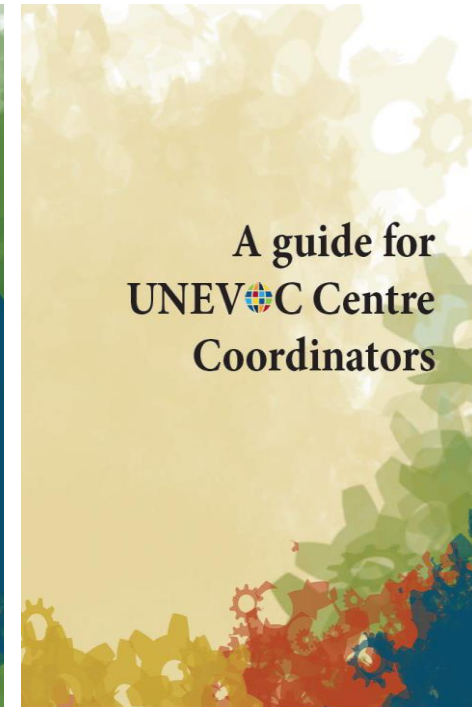
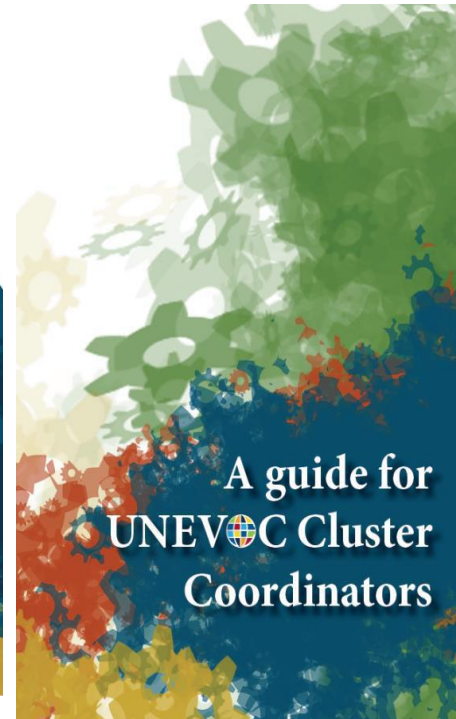
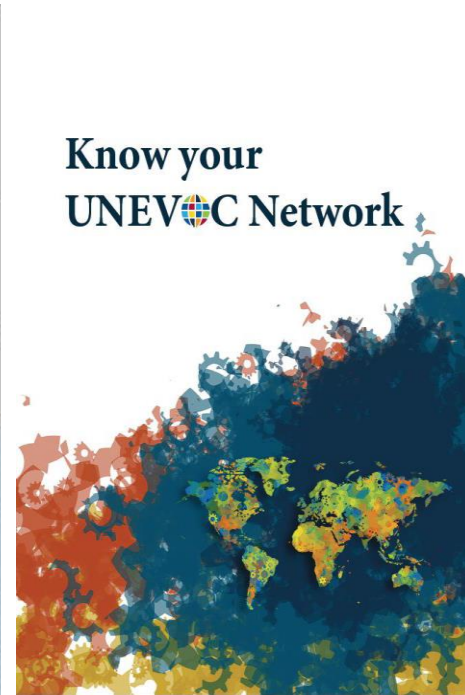
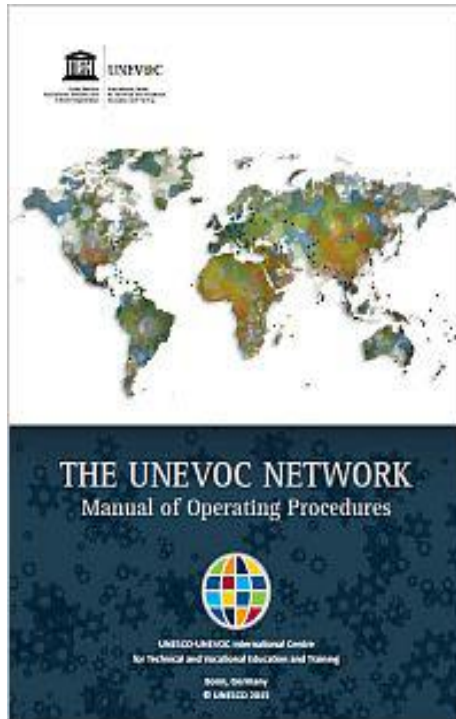
More than 200 UNEVOC Centres in 167 countries

Who are UNEVOC Member Institutions?

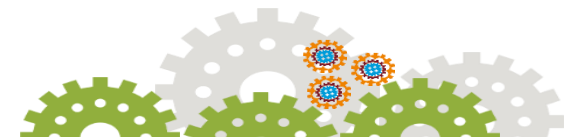
Multi-stakeholder representation



Towards stronger Network collaboration



Pls visit: <http://www.unevoc.unesco.org/>





UNESCO-UNEVOC's work in Asia and the Pacific



Snapshot: Asia-Pacific UNEVOC Members



Eastern & Southeast Asia
(29 centres)



Southern Asia
(14 centres)



Pacific
(21 centres)

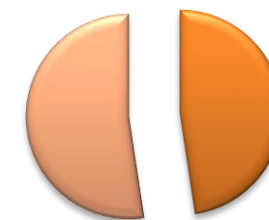
Activity level



■ ACTIVE ■ NON-ACTIVE



■ ACTIVE ■ NON-ACTIVE

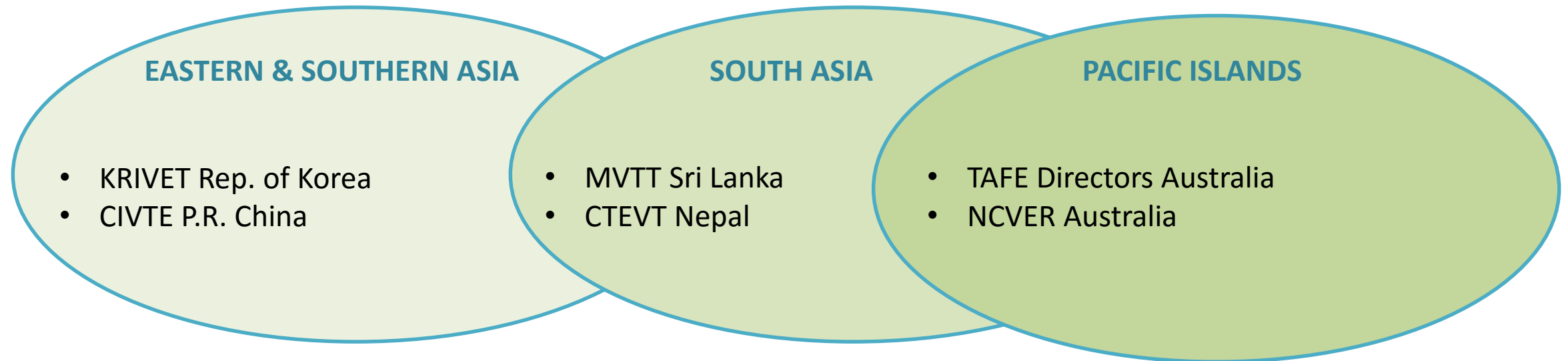


■ ACTIVE

■ NON-ACTIVE



Snapshot – Network coordination by cluster



Main Activities :

Policy dialogue, research, capacity development



Ongoing Cooperation in Asia-Pacific

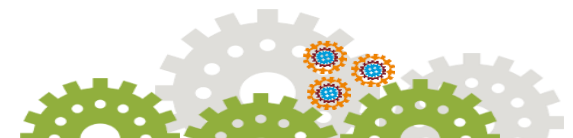
1. Research collaboration

- Return on Investment in TVET
- Greening TVET
- Innovative Pedagogy in ICT in TVET (with UNESCO Bangkok Regional Bureau)

2. Capacity development programmes (Proposal-driven)

- 2015-2016: India, Fiji, Iran
- 2017-2018: TBC

3. Network-organized activities



Network Engagements through collaborative research projects: Return on Investment in TVET (1)

Aims

1. To understand ROI from training from a range of perspectives;
2. To identify baseline indicators and develop a framework for measuring ROI including non-economic aspects;
3. To promote sharing of learnings across the Network.

Lead coordinator:

NCVER, UNEVOC Centre in Australia

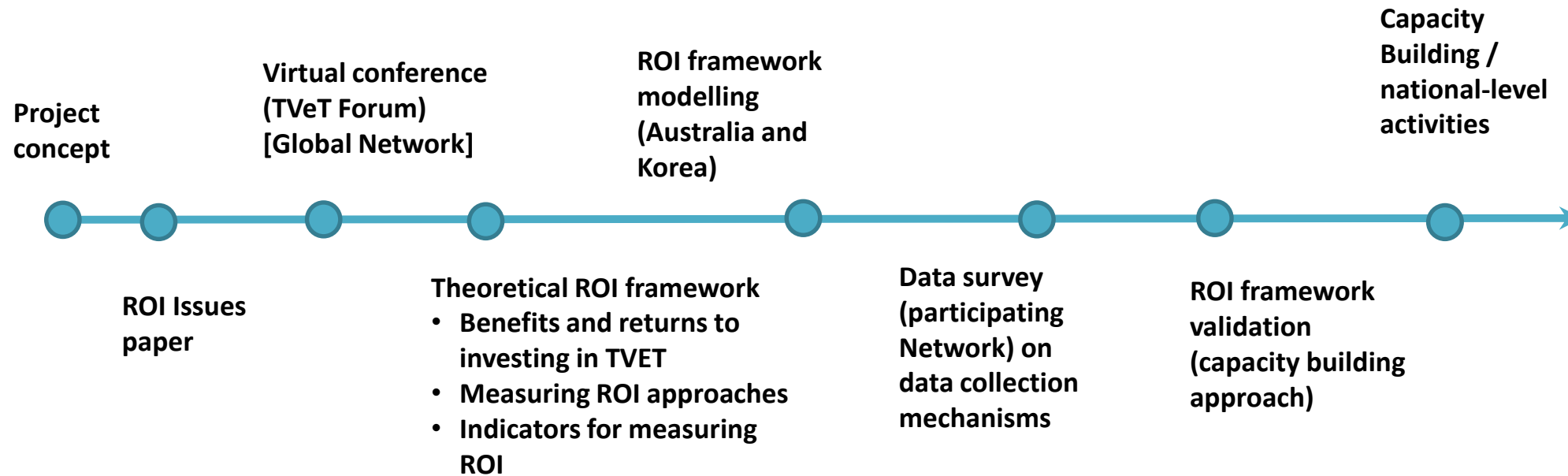
Participating countries:

- Australia
- Malaysia
- Nepal
- Philippines
- Rep. of Korea
- Sri Lanka



Network Engagements through collaborative research projects: Return on Investment in TVET (2)

2016-2017



Network Engagements through collaborative research projects: Greening TVET (1)

Aims

1. To explore how greening through topping up skills in construction and agriculture were embedded in TVET programs;
2. To understand how the greening of skills support green economic transitions;
3. To contribute to the policy debate.

Participating countries

- Malaysia
- Philippines
- Sri Lanka
- China
- Mongolia



Network Engagements through collaborative research projects: Greening TVET (2)

KEY OBSERVATIONS

The existing occupations to be made greener and green jobs creation to be scaled up will require:

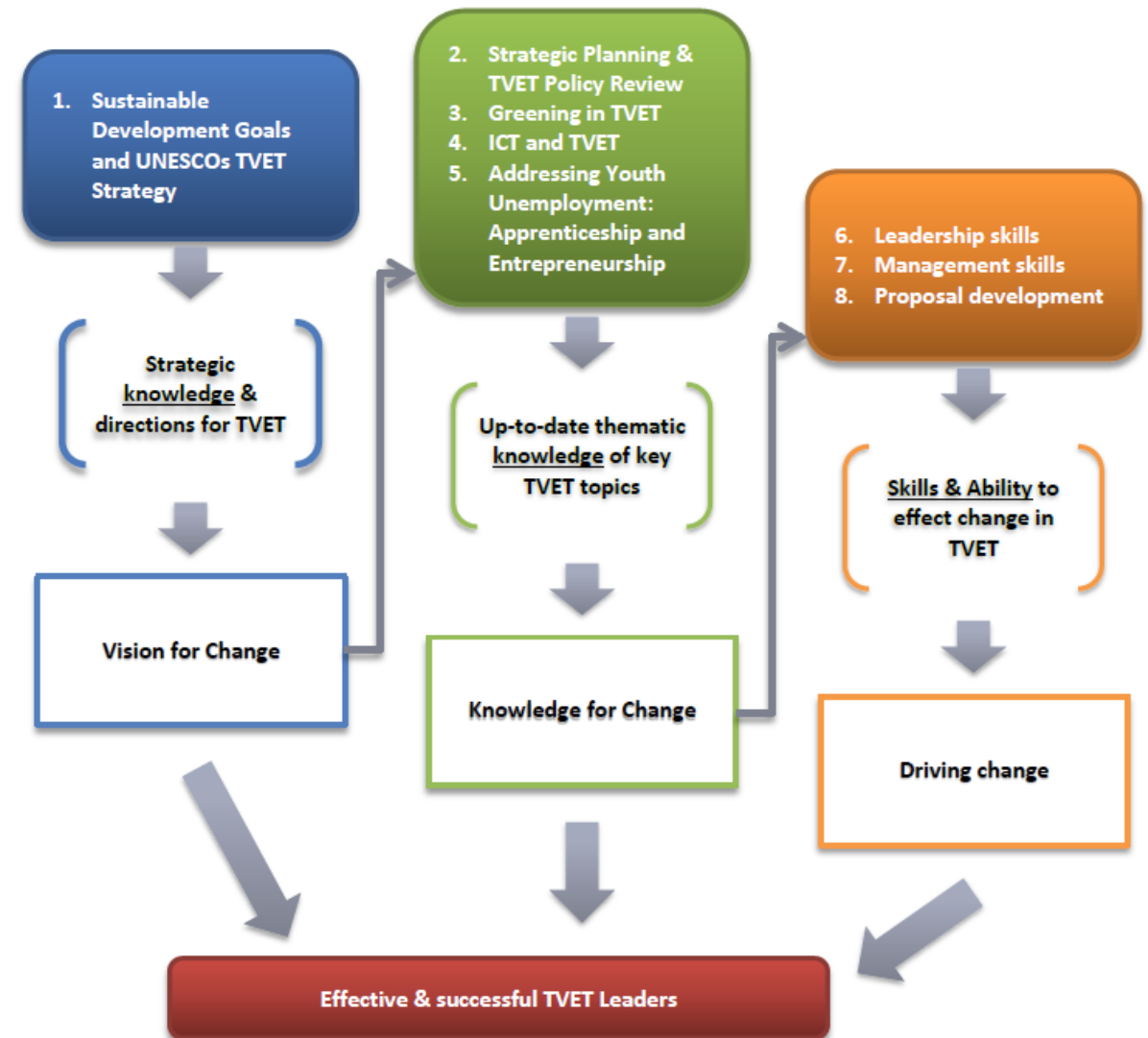
1. a great deal of political support and commitment;
2. regulatory and institutional frameworks;
3. financial as well as technical/ intellectual investments in terms of mapping skills needs and occupations against TVET training and retraining provisions versus the demand;
4. a multi public-private and community sectors partnerships;
5. teachers' professional development.



Examples of Global programmes for the Network Capacity building for policy development (1)

1st TVET Leadership Programme (Bonn, Germany, 17 – 28 October 2016)

- For TVET leaders to become change leaders and transform TVET in their countries
- 20 selected UNEVOC Centres
- Three priority areas of UNESCO Strategy
- Proposal development / writing



Examples of Global programmes for the Network Capacity building for policy development (2)

Greening of TVET implementation

- Development of the ***Greening TVET Guide*** to promote “Whole-Institutional Approach”
- Workshops (sensitization and awareness-level, teacher training, leadership training)
- Promising Practices collection

Scope of Sustainability actions for TVET institutions

Greening the campus

Greening the curricula and training

Greening culture

Greening the research

Greening community and workplace



Knowledge Management and Online Services Platform for Exchange and Peer Learning



Online discussion board for TVET experts from around the world



Up-to-date country TVET system profiles
(Currently available:74)



Online library of freely accessible TVET publications

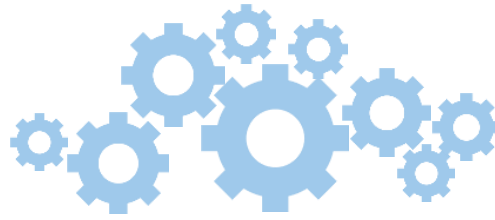
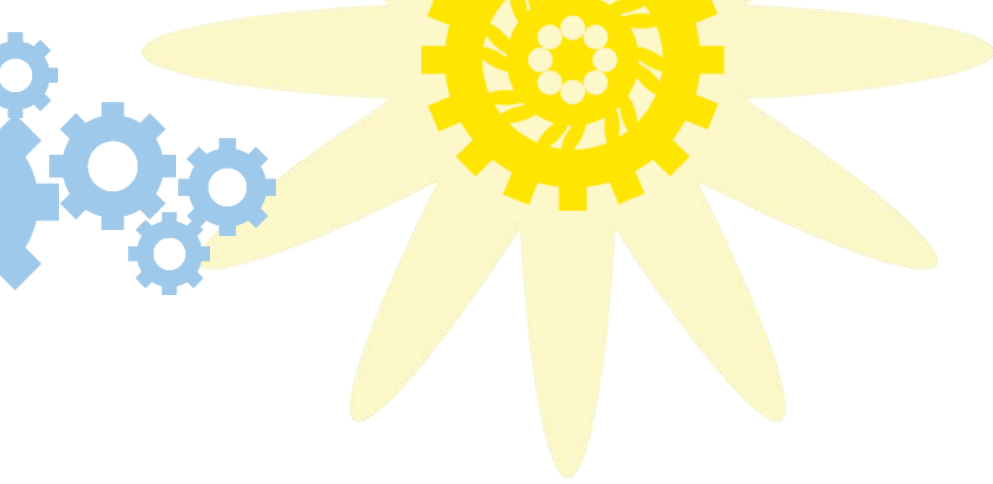


Containing more than 500 terms and 1000 definitions



Successful and innovative initiatives for inspiration





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Thank you !

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