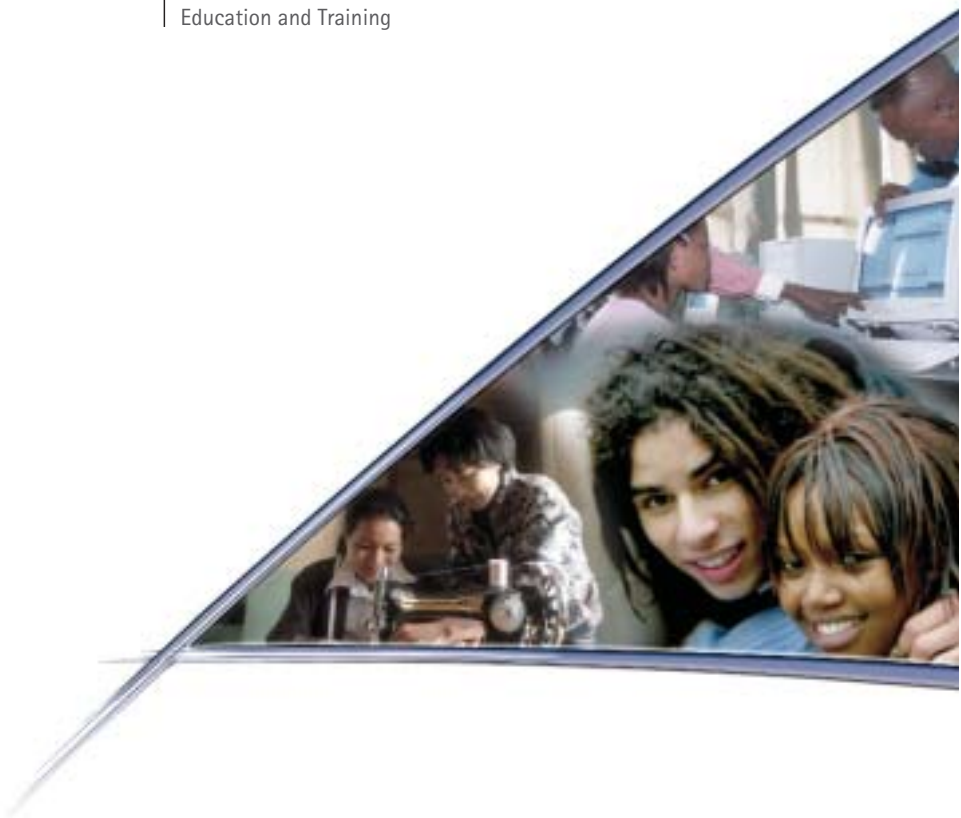




UNEVOC

INTERNATIONAL CENTRE
for Technical and Vocational
Education and Training



UNESCO-UNEVOC in brief



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INTERNATIONAL

for Technical and Vocational

Education and Training

CENTRE INTERNATIONAL

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TVET promotes economic growth and socio-economic development



1 The Role of Technical and Vocational Education and Training (TVET)

Technical and Vocational Education and Training (TVET) has been identified by UNESCO Member States as a priority area within UNESCO's range of programme activities. This is to be expected since there is overwhelming evidence to demonstrate that TVET can play an essential role in promoting economic growth and the socio-economic development of countries, with benefits for individuals, their families, local communities and society in general. Improving education for the world of work can help improve the incomes of poverty-stricken farmers, provide citizens with more choices in their lives, help alleviate poverty, and help empower individuals who would otherwise be marginalised. TVET for the world of work also helps promote good citizenship. Furthermore, most work opportunities in the twenty-first century are likely to be centred on new processes and services that require specialised knowledge and skills not yet available in general education institutions. In least developed countries, more effective TVET skills are especially needed to best cope with the demands of the informal sector.

All of these factors point to the growing importance of TVET for work and responsible citizenship in the contemporary world.

The UNESCO Revised Recommendation concerning Technical and Vocational Education (2001) defines TVET as *"a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life."*

The UNESCO Convention on Technical and Vocational Education (adopted by the General Conference of UNESCO in 1989), defines TVET in nearly the same words and adds that it *"applies to all forms and levels of technical and vocational education provided in educational institutions or through co-operative programmes organised jointly by educational institutions, on the one hand, and industrial, agricultural, commercial or any other undertaking related to the world of work, on the other."*

On the occasion of the opening of a workshop on cooperation in TVET between Southern African countries, the Minister of Education of the Republic of Botswana stated:

“The motivation for this initiative was a response to a situation whereby Botswana and most of our countries in the sub-region tended to have closer links to Europe than with each other in respect of Technical and Vocational Education and Training, referred to as TVET for short. This resulted in strong north-south links but few south-south links. No doubt there are some interesting projects in our various countries in the sub-region through which we could learn from each other.”

A participant at a workshop on sub-regional cooperation in TVET between West African countries stated:

“The workshop was very up-to-date; it took place at the right moment. Africa suffers in general from a lack of concerted action.”

2 Establishment of the UNESCO-UNEVOC International Centre

The UNESCO-UNEVOC International Centre was established as a result of a decision taken by the UNESCO General Conference in 1999. In 2000, the Government of the Federal Republic of Germany and UNESCO signed an agreement for the hosting of a UNESCO International Centre for Technical and Vocational Education and Training in Bonn. The UNESCO-UNEVOC International Centre was inaugurated in April 2002.

The UNESCO-UNEVOC International Centre concentrates on providing technical backstopping to strengthen and upgrade TVET. Its primary focus is on least developed and developing countries, those in a post-conflict situation and those going through a period of transition. Special attention is given to meeting the specific needs of women and girls, and disadvantaged groups such as those in remote areas, the poor, minority groups and demobilised soldiers in a post-conflict situation such as that which exists in Afghanistan.

The UNESCO-UNEVOC International Centre is committed to contributing to sustainable human development by strengthening education for the changing world of work. The Centre supports the development of technical and vocational education and training in close consultation with UNESCO Member States and with partner agencies such as the International Labour Organization.

The UNESCO-UNEVOC International Centre assists UNESCO Member States to achieve high quality, relevant, lifelong and cost effective technical and vocational education and training for all. Its aim is to maximise learners' prospects in the labour market. For this purpose, the UNESCO-UNEVOC International Centre works for (and with) policy-makers, education managers, teachers and learners.

The UNESCO-UNEVOC International Centre is also part of the worldwide effort to achieve Education for All. This includes the promotion of functional literacy for the world of work and good citizenship, by bringing, for example, effective education to the 100 million out-of-school youth throughout the world.

TVET for rural
development



3 Some Key Issues Addressed by the Centre

The issues that are most relevant for the development and strengthening of TVET are as complex and diverse as is TVET itself. The UNESCO-UNEVOC International Centre can therefore only address some selected issues. The Centre focuses on those issues which are of particular importance to UNESCO Member States, and which have a major impact on improving the living and working conditions of individuals.

Some of the main issues the UNESCO-UNEVOC International Centre currently addresses are:

- >> Developing TVET systems;
- >> Improving access to TVET; and
- >> Assuring quality of TVET.

3.1 Developing TVET Systems

The development of an effective TVET system is at the heart of education reform efforts. The chosen system establishes a framework which influences such important matters as access to, and the quality of, TVET. TVET systems can have very different faces, some of the main parameters that determine this being:

- >> TVET can be the prime responsibility of Ministries of Education or Ministries of Labour (or Employment or Social Affairs). Often it is the responsibility of two Ministries.
- >> Both theoretical and practical learning can be important components of TVET. It is through TVET that specialised knowledge and skills can be acquired at school, at specialised training centres and in the workplace.
- >> TVET can be part of secondary, post-secondary and higher education.
- >> TVET may involve initial training for beginners as well as further, career-long training for the workforce. TVET can also open the doors to post-secondary and higher education.
- >> TVET, as described here, can be part of the formal education system, but it is also often learned informally in the workplace, and through non-formal means.

The UNESCO-UNEVOC International Centre and its networks help UNESCO Member States develop TVET systems that best suit their particular needs and requirements.

3.2 Improving Access to TVET

During the **World Education Forum** held in 2000 in Dakar, Senegal, an international conference organised jointly by several international agencies under the lead of UNESCO, more than 1,100 participants agreed on six main goals to achieve “Education for All” (EFA) which together form the Dakar Framework of Action for EFA.

One of these goals is to **“ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes”** (Goal 3). It is clear that TVET is an essential component of such programmes, since it is one of the providers of learning and life-skills programmes for young people and adults and so it is important that access to TVET is provided in all countries, worldwide, as part of EFA. However, in many countries, and particularly in developing countries, individuals who would like to acquire competencies and skills are excluded from TVET. The reasons are manifold:

- » In many countries TVET programmes are delivered in official/mainstream languages only, which are often the languages of former colonial powers and not spoken by everyone in the society.
- » Women often find it difficult to enter TVET programmes because they are either denied access, or because they are not expected to enter certain male-dominated occupations. Furthermore, women may be required to stay at home to help with housework and farm work.
- » Learners from low-income backgrounds are confronted with difficulties in entering TVET programmes because training providers may demand tuition fees.
- » In rural areas there are generally restricted training opportunities available since, in most countries, the best vocational schools and training schemes are located in the capital or major cities. Entering a TVET school or training institution may mean living far away from home with all the financial and social implications, including absence from work, family and friends.
- » People beyond a certain age may find it difficult to gain access to TVET. Not only is the TVET system in many countries only prepared to cater for younger people, but potential older candidates for courses are often needed as income-generators and so are not free to attend courses. In many cases, funds (such as government grants) to cover living costs during a training period are not available.
- » Even in cases where the individuals concerned face none of the above problems, in many countries stereotypes are predominant that render it undesirable for individuals to acquire

vocational qualifications. The reason is the low status of TVET. TVET is often regarded as a 'last choice option', only to be taken if access to further general (including higher) education is not available or denied. White-collar jobs are preferred to blue-collar jobs, which are usually learnt through TVET. The relatively low status of TVET can also originate from lack of quality and the fact that TVET does not necessarily prepare individuals for the world of work since, in many cases, curricula do not match with the requirements of the workplace.

However, TVET does not need to be this way. There are examples of countries where TVET prepares learners very well for the world of work, where facilities and qualified teaching staff are available in sufficient numbers, where the status and attractiveness of TVET are high, and where disadvantaged groups enjoy special support to encourage their involvement.

These countries are, however, in a minority. Most UNESCO Member States – together with the UNESCO-UNEVOC International Centre – need to make greater efforts to strengthen and upgrade TVET. Improving access to TVET ensures that countries have a cohort of vocationally qualified citizens who have a good chance to find, or create, employment, and who will thus become the 'human resource pillars' of the economy and the society involved.

3.3 Assuring Quality of TVET

During the **World Education Forum** mentioned earlier, another key goal agreed to by those attending was **"to improve all aspects of the quality of education..."** (Goal 6). This is particularly important since quality mainly affects the value and success of education programmes.

TVET, as stated above, is often seen as 'last choice education' because of a lack of quality. High-quality TVET, on the other hand, leads to a higher status and improved attractiveness of TVET. Also, high-quality TVET programmes guarantee a strong link between what is learnt and the needs of the labour market, with the result that graduates are more likely to find suitable employment. Quality assurance is therefore essential at all levels throughout the TVET system.

Quality assurance in TVET also helps ensure that:

- » The education system – and the TVET system, as part of it – is developed in ways that allow enough flexibility for the individual to move from one educational strand to another ("articulation");
- » There is coordination among the Ministries involved with TVET, because responsibilities for TVET are often split between Ministries of Education and Ministries of Labour. This has resulted in the establishment of special TVET Authorities in many countries;

Using new technologies in all areas of TVET



- >> Standards are set in order to guarantee a minimum quality for every aspect of TVET;
- >> Quality is monitored both at the institutional level and among the teaching and training staff;
- >> Curricula are in line with the requirements of the labour market;
- >> Training institutions interact closely with the world of work;
- >> The learner benefits from sufficient practical and theoretical elements throughout the training;
- >> Teaching and training staff are well-qualified, knowledgeable about the world of work, and available in sufficient numbers;
- >> Facilities correspond with latest requirements and technologies, are well-maintained and available in sufficient numbers;
- >> The delivery methods allow for a maximum learning effect;
- >> Vocational guidance is available from the beginning of the learner's training (the right choice of programme), during the training (learning matters, personal problems, financial difficulties, etc.), and at the end of the training (finding employment).

The introduction of some of these 'quality-related' elements in TVET can contribute to additional costs. However, the long-term benefits for society and the economy are such that the initial costs related to the upgrading of quality are well-justified. Nevertheless, high-quality TVET might be seen as unaffordable by many governments, enterprises and training providers. It is therefore particularly important that institutions in countries that have already developed and improved certain elements of quality assurance in TVET share their best practices and innovations with other countries.

The UNESCO-UNEVOC International Centre supports and actively promotes such an exchange of best and innovative practices. It also provides UNESCO Member States with special expertise, where needed, and assists in attracting relevant external funding and technical cooperation assistance.

Here are two first-hand examples of the types of exchanges that occur in the E-Forum:

The following email was sent through the E-Forum, as a reaction to an earlier email.

Seeking materials

Alastair Carnegie,

I noted with great interest the curriculum work you are involved in at TESDA and would like to have access to some of the competency-based curriculum materials already developed. I am the Chief Education Officer for TVET and we are currently developing our TVET curriculum for primary and secondary schools in Fiji.

My address is:

...

I look forward to receiving these materials.

Josefa Natau

The following message was sent to all E-Forum members. Answers were sent directly to the sender.

Collaboration on VET in the SADC region

Dear Colleagues,

I have recently taken up responsibility for research into further education and training and skills development at the HSRC in Pretoria. Part of my task is to develop better links with others working in VET/SD in SADC. I would welcome emails from other forum members working in the region as a first step in looking to develop some regional collaborations.

Thanks,

Simon

4 Tools the Centre Uses to Achieve its Aims

The UNESCO-UNEVOC International Centre is committed to developing and strengthening TVET in the three main areas mentioned above. In order to achieve this, the Centre has developed “tools” that help involve experts and institutions worldwide. The main tools applied are networking, knowledge-sharing and publications, advisory services, and training and human resource development.

4.1 Networking

The most prominent of the Centre's networks is the **UNEVOC Network**. In late 2003, the UNEVOC Network consisted of 225 specialised TVET institutions across 154 UNESCO Member States. Some of these are departments for TVET at ministries; others are planning, research and development institutions, training institutions or departments concerned with TVET at universities. What they all have in common, despite their diversity, is a position within the country in question that allows them to cooperate with other TVET stakeholders, both in their own country and worldwide. Ideally, these institutions are the hub of countrywide TVET networks, interacting with the UNESCO-UNEVOC International Centre, which itself is the hub of the worldwide UNEVOC Network. The UNEVOC Network is at the disposal of all interested institutions and individuals working in TVET. Details about all UNEVOC Centres are presented in the UNEVOC Directory (see “Sources of Further Information”).

In some regions in the world, UNEVOC Centres cooperate very actively, most often with colleagues in neighbouring countries. This occurs in the framework of **sub-regional projects** that the UNESCO-UNEVOC International Centre undertakes in various parts of the world. Such sub-regional projects are themselves part of other networks which include UNEVOC Centres as well as other relevant TVET institutions in the region in question. These institutions cooperate with one another with the aim of jointly reforming their TVET systems, and to benefit from each other's knowledge and experience regarding best and innovative practices concerning TVET. In order to commence such an initiative, following the request of a region, the UNESCO-UNEVOC International Centre usually invites representatives from all countries of the region, particularly from UNEVOC Centres, to jointly identify topics for sub-regional cooperation in TVET. These topics are developed into projects and then implemented by stakeholders in the region, with support from the UNESCO-UNEVOC International Centre and, where required, donor assistance.

In addition, UNEVOC Centres have the possibility to cooperate and communicate with partners from around the world. For this purpose, the UNESCO-UNEVOC International Centre maintains electronic mail forums. One such forum, the **E-Circular**, exists exclusively for UNEVOC Centres; and another, the **E-Forum**, links up a larger number of TVET experts and institutions worldwide, including UNEVOC Centres.



Stimulating reform in TVET through regional cooperation



4.2 Knowledge-Sharing and Publications

Experience shows that educational reforms that work in one country or setting may also work in another country if modified appropriately to meet local conditions. Through access to information, countries can learn from each other's experiences, whether they be success stories or stories about disappointments.

As an intellectual organisation, UNESCO contributes to the debate on key aspects of education. For this purpose, the UNESCO-UNEVOC International Centre has its own publications programme. It seeks to advance current debates on the future of work and ways of strengthening and upgrading education for the world of work. Publications range from an **International Handbook** and **Book Series** on current developments in TVET to discussion papers, case studies and the proceedings of conferences, seminars and workshops. The Centre uses traditional forms of publishing as well as new information and communication technologies, such as CD-ROMs and the Internet.

Since 2001, the **UNESCO-UNEVOC Bulletin** has been published several times a year. It is the newsletter of the UNESCO-UNEVOC International Centre, disseminated to individual experts and institutions in the field of TVET. It also serves as a platform for information sharing, for other agencies engaged in TVET to report on their activities. The **UNESCO-UNEVOC Bulletin** is available in several languages and in paper format as well as in electronic form.

Researchers, policy makers and practitioners working in TVET have a continuing need to keep up-to-date with latest developments in the field, including current innovations and best practices. To meet this requirement, the UNESCO-UNEVOC International Centre prepares **annotated bibliographies** that showcase worldwide developments in TVET. The bibliographies reflect the range of currently available literature in terms of articles, books, government reports, UN agency documents, donor community documents, research theses, and other sources available on the Internet.

The **website of the UNESCO-UNEVOC International Centre** makes resources in TVET available to those who have access to the Internet. For all those who are not connected, an off-line version of the website is provided.

Through its **clearing-house function** the UNESCO-UNEVOC International Centre collects, structures and disseminates relevant TVET materials and responds to individual requests for information.

4.3 Advisory Services

In areas where networking and the dissemination of information are not sufficient to solve a particular problem, the UNESCO-UNEVOC International Centre itself becomes actively involved in promoting the development and strengthening of TVET. The UNESCO-UNEVOC International Centre carries out such advisory services through its own staff or with consultants to satisfy the needs of a particular country or region.

During workshops, seminars and conferences, the UNESCO-UNEVOC International Centre provides expertise in various TVET-related subject areas as well as in moderating, project design, project management and networking techniques. It also provides expertise on how to attract donor funding.

4.4 Training and Human Resources Development

In order to develop and strengthen TVET at the country level, policy-makers and practitioners need to regularly update their knowledge and skills. For this purpose, the UNESCO-UNEVOC International Centre offers mobile training teams, workshops, attachments, fellowships and internships.

Mobile training teams assist UNESCO Member States to develop and strengthen TVET by transferring expertise and experience between countries. These mobile training teams consist of three phases:

- >> Study visits to two or three other countries by two to three national officers who are fully involved in the subject in question;
- >> Subject to need, the provision of equipment for use during the subsequent in-country training workshop and follow-up activities;
- >> Organisation by the beneficiary institution of follow-up training workshops, with major involvement of the national officers who took part in the original study visits.

The UNESCO-UNEVOC International Centre also organises **workshops, seminars and conferences**. Workshops are often used to plan projects and to monitor progress. Seminars are organised to

make available the latest knowledge and experience in a selected area of work within TVET. Both workshops and seminars often occur in the framework of ongoing projects. Conferences, on the other hand, are independent from ongoing regional projects and have the aim of contributing to the debate on a major topic in TVET.

Attachments are available for individuals who wish to work at a professional level in the UNESCO-UNEVOC International Centre. They may be academics on sabbatical leave or senior experts, including retired persons. The purpose of an attachment is mainly to provide expertise with regard to the planning, implementation and evaluation of the Centre's activities and, hence, to help develop human resources in UNESCO Member States through the use of the Centre's facilities. Attachments can vary considerably in terms of content, subject to the participants' professional profile and interests. Attachments should have a minimum duration of two months. The costs of an attachment, in terms of return travel to Bonn, as well as living costs, are borne by the individual.

Fellowships are a special form of attachment. The purpose of the UNEVOC Fellowship Programme is to give individual professional staff working in TVET an opportunity to undertake various aspects of research, study and project work at the UNESCO-UNEVOC International Centre. This takes various forms, such as drafting a background paper for a planned future meeting on TVET; assisting with the implementation of programme activities being undertaken by the UNESCO-UNEVOC International Centre; examining concrete ways of strengthening the activities of a particular UNEVOC Centre (and the UNEVOC Network); or, examining latest innovations and best practice in TVET in their particular area of interest and expertise. Unlike an attachment, the UNESCO-UNEVOC International Centre covers travel and living expenses. These fellowships are mostly offered to UNEVOC Centre staff from developing countries, countries in rapid transition, and countries in a post-conflict situation, in which the UNESCO-UNEVOC International Centre is active. Fellowships will normally be for a duration of up to two months.

Internships can be arranged for individuals who typically are at a late stage of their initial education and training, or at an early stage of their career. Such internships provide the interns with an opportunity to gain general work experience and to be exposed to the work environment of an international organisation. In many cases it is also the first exposure to working and living abroad. For the Centre, the main purpose is to broaden the scope of its international team, and to obtain support for the performance of its ongoing work. Internships should normally have a minimum duration of two months. The costs of travelling to Bonn and back and covering living expenses need to be borne by the individual.

Ian Ponce, one of the interns at the UNESCO-UNEVOC International Centre sponsored by UNEVOC Canada, writes about his experience

Hello! My name is Ian Ponce. I was born and raised in Winnipeg, Canada, and am currently working as an intern in the Information Technology (IT) department at the Centre. My main responsibilities are in the areas of database design and website development. I recently graduated with a Bachelors of Science (Computer Engineering) degree from the University of Manitoba. Soon after my graduation, I began looking for full-time employment, which was when I became aware of the internship program sponsored by UNEVOC Canada and funded by Human Resources Development Canada. After learning about the opportunity to be placed at the Centre, I jumped

at it. I don't regret doing so either for a number of reasons! There is a friendly, relaxed atmosphere around the office, which makes it a pleasure to come to work every day. I am given interesting and relevant tasks that relate to my career goals. I am also gaining valuable exposure to an international working environment. Furthermore, I have gathered knowledge about the organisation's role, mission and work procedures. The technical and interpersonal skills that I have developed here will no doubt assist me in my pursuit of a full-time job as a software designer. Lastly, the fact that the Centre is located in the beautiful city of Bonn and is only a few steps from the River Rhine makes working here that much more enjoyable!

5 Inter-agency Collaboration and Partnerships

Improvement of TVET worldwide can be achieved most effectively if several institutions make a concerted effort through working together on a particular project. The UNESCO-UNEVOC International Centre therefore cooperates closely with all relevant institutions, such as specialised international agencies from within and outside the UN system, bilateral and multilateral donors, national institutions, non-governmental organisations, and the private sector. The UNESCO-UNEVOC International Centre has close ties with many of these institutions.

A natural partner for the UNESCO-UNEVOC International Centre is the International Labour Organization (ILO), which is the UN agency most involved in TVET, especially with regard to TVET learning in the workplace. A joint ILO-UNESCO Working Group on TVET has been established and areas for concrete cooperation have been identified. The first projects are being implemented jointly.

Other partners for the UNESCO-UNEVOC International Centre are the two agencies of the European Union that focus on TVET: the European Centre for the Development of Vocational Training (CEDEFOP) in Thessaloniki, Greece; and the European Training Foundation (ETF) in Turin, Italy. CEDEFOP concentrates on the Member States of the European Union. The ETF promotes good practices in TVET in countries in Central and Eastern Europe, Southeast Europe, the Commonwealth of Independent States, Mongolia, and the Mediterranean countries. Concrete cooperation has started with the ETF in projects in both Central Asia and the Arab States. Additionally, a Memorandum of Cooperation has been signed with CEDEFOP.

Close cooperation with the private sector has also been commenced. Private companies have offered to contribute substantially to the activities of the UNESCO-UNEVOC International Centre, which may include the provision of both hard and software and related training activities.

Donor agencies are already closely involved in the work of the Centre. Although many partners support the Centre's work, so far the two German Ministries (the Ministry for Education and Research and the Ministry for Economic Cooperation and Development) have contributed the largest amounts to supporting the Centre's activities in developing countries.

In addition, the UNESCO-UNEVOC International Centre cooperates with a wealth of other institutions in all regions of the world. These institutions support the development of TVET either intellectually or financially. The UNESCO-UNEVOC International Centre appreciates the continuing support of all these institutions to the development and strengthening of TVET.

Acquiring practical skills to improve the quality of life



6 Sources of Further Information

Many institutions worldwide are working in the field of TVET. The following list of institutions and contact details is a selection of those working in TVET.

6.1 UNESCO

UNESCO has its Headquarters in Paris, France. TVET is dealt with at Headquarters as well as at the UNESCO-UNEVOC International Centre in Bonn, Germany, and in Regional Offices. The addresses, etc. are as follows:

UNESCO Headquarters, Paris

UNESCO; Division of Secondary, Technical and Vocational Education; TVE Section;
7, place de Fontenoy; 75352 Paris 07 SP; France
Tel. [+33] (1) 45.68.08.34 or 45.68.09.60
Fax [+33] (1) 45.68.55.45
Email: tve.section@unesco.org
Internet: www.unesco.org (for all matters of UNESCO's concern) or
www.unesco.org/education/educprog/tve/index0.html (for TVET-related matters)

- >> For internships: UNESCO; Internship Programme; Staff Training and Career Development Section; Bureau of Human Resources Management; postal address above
Internet: www.unesco.org/general/eng/about/interne.shtml
- >> For publications: The TVE Section at UNESCO Headquarters has developed a CD-ROM with the title "Education, Work and the Future: Selected UNESCO Publications and Documents in Technical and Vocational Education and Training". This CD-ROM can be obtained from UNESCO Headquarters at the address above.

UNESCO-UNEVOC International Centre

UNESCO-UNEVOC International Centre
Görresstr. 15; 53113 Bonn; Germany
Tel. [+49] (228) 243370
Fax [+49] (228) 2433777
Email: info@unevoc.unesco.org
Internet: www.unevoc.unesco.org

» For internships/attachments:

Postal address of UNESCO-UNEVOC International Centre
Email: apply@unevoc.unesco.org
Internet: www.unevoc.unesco.org/bonn/

» UNEVOC Directory:

The UNEVOC Directory contains all relevant information about the UNEVOC Network. It can be obtained in paper format from the UNESCO-UNEVOC International Centre or consulted electronically at www.unevoc.unesco.org/directory/index.htm.

» List of UNEVOC Publications:

The UNESCO-UNEVOC International Centre maintains a List of UNEVOC Publications, which can be obtained in paper format from the UNESCO-UNEVOC International Centre as well as downloaded from the Internet at www.unevoc.unesco.org/publications/index.htm.

» E-Forum:

To become a member of the E-Forum or simply to receive information about it, please refer to the website at www.unevoc.unesco.org/forum/

UNESCO Institutes and other UNESCO Centres

» UNESCO Institute for Education (UIE)

Feldbrunnenstr. 58; 20148 Hamburg; Germany
Tel. [+49] (40) 4480410
Fax [+49] (40) 4107723
Email: uie@unesco.org
Internet: www.unesco.org/education/uie
A major area of work of UIE is on adult education and lifelong learning.

- >> UNESCO International Bureau of Education (IBE)
Boîte postale 199; 1211 Genève 20; Switzerland
Tel. [+41] (22) 917.78.00
Fax [+41] (22) 917.78.01
Internet: www.ibe.unesco.org

- >> UNESCO International Institute for Educational Planning (IIEP)
7-9, rue Eugène-Delacroix; 75116 Paris; France
Tel. [+33] (1) 45 03 77 00
Fax [+33] (1) 40 72 83 66
Email: information@iiep.unesco.org
Internet: www.unesco.org/iiep
Among other priorities, the IIEP provides training courses for educational managers.

- >> UNESCO Institute for Information Technologies in Education (IITE)
8 Kedrova St. (Bldg. 3); 117292 Moscow; Russian Federation
Tel. [+7] 0951292990
Fax [+7] 0951291225
E-mail: info@iite.ru
Internet: www.iite.ru

- >> European Centre for Higher Education (CEPES)
39, Stirbei Vodă Str; 010102 Bucharest; Romania
Tel. [+40] (21) 3159956 or (21) 3130839
Fax [+40] (21) 3123567
Email: bucarest@unesco.org or cepes@cepes.ro
Internet: www.cepes.ro

UNESCO Regional Offices

UNESCO has a number of regional offices, which provide expertise in TVET.
The addresses, etc. are as follows:

- >> For the Arab States:
UNESCO Office Beirut; Cité Sportive Avenue; P.O. Box 5244; Beirut; Lebanon
Tel. [+961] (1) 850013
Fax [+961] (1) 824854
Email: beirut@unesco.org
Internet: www.unesco.org.lb

» **For Africa:**

UNESCO Office Dakar; 12, avenue L. S. Senghor; Dakar; Senegal
Tel. [+221] 8492323
Fax [+221] 8238393
Email: dakar@unesco.org
Internet: www.dakar.unesco.org

» **For Asia and the Pacific:**

UNESCO Office Bangkok; 920 Sukhumvit Road; 10110 Bangkok; Thailand
Tel. [+662] 3910577 or 3910879
Fax [+662] 3910866
Email: bangkok@unesco.org
Internet: www.unescobkk.org/

» **For Latin America and the Caribbean:**

UNESCO Office Santiago; Casilla de correo 3187; Santiago de Chile; 3187, Chile
Tel. [+56] (2) 4724600 or 6551050
Fax [+56] (2) 6551046 or 6551047
Email: santiago@unesco.org
Internet: www.unesco.cl/home.htm

National Commissions for UNESCO

Further information on all matters relating to UNESCO's work can be addressed to the National Commissions for UNESCO. A list of all National Commissions for UNESCO is available at www.unesco.org/ncp/natcom/.

6.2 Other UN Agencies

Apart from UNESCO, it is mainly the International Labour Organization (ILO) that is involved with TVET. Also involved are the Food and Agricultural Organisation (FAO) and the World Health Organisation (WHO) have some TVET-related programmes linked to their specific fields of competence. The Organisations can be reached as follows:

>> ILO Headquarters, Geneva:

ILO; Skills Development Department; 4, route des Morillons; 1211 Geneva 22; Switzerland
Tel. [+41] (22) 7997512
Fax [+41] (22) 7996310
Email: ifpskills@ilo.org
Internet: www.ilo.org/employment/skills

>> ILO Training Centre, Turin:

International Training Centre of the ILO; Viale Maestri del Lavoro 10; 10127 Torino; Italy
Tel. [+39] (011) 6936111
Fax [+39] (011) 6638842
Email: itcilo@itcilo.it
Internet: www.itcilo.org

>> FAO:

Food and Agricultural Organisation; Research Extension and Training Division;
Viale delle Terme di Caracalla; 00153 Rome; Italy
Tel. [+39] (06) 57054001
Fax [+39] (06) 57053801
Email: ester.zulberti@fao.org
Internet: www.fao.org

>> WHO:

World Health Organisation; 20, avenue Appia; 1211 Geneva 27; Switzerland
Tel. [+41] (22) 7912111
Fax [+41] (22) 7913111
Email: info@who.int
Internet: www.who.int

6.3 International and Regional Agencies

Apart from UN Agencies, there are a large number of other international agencies and NGOs working on the development and strengthening of TVET. It would be too copious to mention all of them. Some of their addresses are mentioned in the UNEVOC Directory, which can be obtained from the UNESCO-UNEVOC International Centre.

THE UNESCO-UNEVOC International Centre

UNESCO-UNEVOC International Centre

Görresstr. 15
53113 Bonn
Germany

Phone: [+49] (228) 2 43 37-0

Fax: [+49] (228) 2 43 37 77

Internet: info@unevoc.unesco.org
www.unevoc.unesco.org

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The UNESCO-UNEVOC International Centre is UNESCO's specialised centre for technical and vocational education and training (TVET).

From its location in Bonn, Germany, it serves UNESCO Member States worldwide to develop and strengthen TVET.

It mainly focuses on:

- >> Promoting best and innovative practices in TVET,
- >> Developing TVET systems,
- >> Improving access to TVET, and
- >> Assuring quality of TVET.

The UNESCO-UNEVOC International Centre focuses on meeting the needs of developing countries, countries in transition and those in a post-conflict situation, especially for youth, girls and women, and the disadvantaged.

The UNESCO-UNEVOC International Centre uses tools such as:

- >> Networking,
- >> Knowledge-sharing and publications,
- >> Interagency collaboration and partnerships,
- >> Advisory services, and
- >> Training and human resources development.

The most prominent of its networks is the UNEVOC Network, which consists of more than 220 specialised TVET institutions in more than 150 countries.