

## Press release

### ***UNESCO International Meeting on Innovation and Excellence in TVET Teacher Education in Hangzhou, China***

The UNESCO International Meeting on Innovation and Excellence in TVET Teacher/Trainer Education, held in Hangzhou (China) from 8 to 10 November 2004, agreed on standards and a framework curriculum for a university-based master degree for teachers and lecturers in technical and vocational education and training (TVET). The definition of 12 vocational disciplines will facilitate the international exchange of students and lecturers, which up to now, due to highly diverse traditions and modes of the education of TVET teachers and trainers, was almost not possible. International co-operation in TVET research and development will likewise draw benefit from this UNESCO initiative.

A network on innovation and professional development in TVET was founded as an umbrella organisation for TVET research and teacher/trainer education. It is dedicated to conducting and supporting the implementation of these standards, which set the cornerstones also for the national accreditation of masters courses in TVET with high relevance for the quality of the education of teachers, trainers and lecturers in technical and vocational education and training. The members of the Board represent regions from all over the world and both developing and developed countries. Follow-up will be initiated by representatives in Asia, South-East-Asia and the Pacific, Europe, North- and South-America as well as Africa. Prof. Felix Rauner from ITB, University of Bremen, who was Chair of the scientific committee of the Hangzhou meeting, was elected Chair of the Board.

Representatives of both developing and developed countries emphasised the importance of the Hangzhou conventions. Developing countries anticipate involving their academic elites in research and development in TVET by initiating relevant masters degree programmes at universities. Worldwide 60 to 80% of the workforce are trained and educated in institutions for technical and vocational education and training for the intermediate employment sector. The qualifications of skilled workers and technicians are regarded as a key-issue for competitiveness of companies and economies all over the world.

There are good reasons for existing diversity in the education and recruitment of teachers and trainers for TVET at the bachelor level. Hence participants did not try to set a respective world standard but emphasised the need for knowledge exchange on culturally adapted best practice.

Pekka Kämäräinen, representative of the Vocational Education and Training Network (VETNet), a section of the European Educational Research Association, stressed the positive impact of the Hangzhou convention on the possibility to overcome the highly heterogeneous traditions in TVET teacher and trainer education also in European countries. He anticipated the development of a European programme for the implementation of a European standard for masters degrees for TVET teachers and lecturers during follow-up conferences in Dublin and Budapest. The Hangzhou convention contributes to the Bologna process by the design of university-based study courses for TVET teaching personnel.

Dr. Rupert Maclean, Director of the UNESCO–UNEVOC International Centre for Technical and Vocational Education and Training, pointed out that university-based education of vocational pedagogues and vocational research and development will lead to a new quality of co-operation between the 230 member institutions of the worldwide UNEVOC Network. The Chinese National Commission for UNESCO in Beijing, who were the local organisers of the meeting, as well as representatives of corresponding masters programmes, referred to the Chinese national effort to extend academic TVET teacher education as well as to the rising interest in international co-operation in the field of TVET research and development.

In a next step the network will address the detailed design of the modules of the masters study course while paying special attention to structuring the study content of the 12 vocational disciplines.

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