



# UNESCO-UNEVOC Bulletin

Newsletter of the UNESCO International Centre for Technical and Vocational Education and Training, Bonn, Germany

## Youth and Employment

### Rupert Maclean, Director



The UNESCO-UNEVOC International Centre participated in the **International Youth Employment Summit 2002**, Bibliotheca Alexandria, Egypt, 7-10 September 2002. The Summit, which was hosted by the Arab Republic of Egypt, was co-chaired by H. E. Mubarak (First Lady of Egypt) and the Hon. Bill Clinton. There were some 1600 delegates from over 120 countries. The participants included youth, representatives from government and donor agencies, multilateral and bi-lateral organisations and NGOs, including the World Bank, the ILO, Global Environment Facility, UNICEF and the FAO.

The purpose of the Summit was to provide delegates with a greater awareness and understanding of the significant employment, education, economic and social challenges that young people currently face throughout the world, as a foundation for action in the area of sustainable Youth Employment over the next decade.

The Decade Campaign for Youth Employment was launched. This global campaign for youth employment has the aim of creating productive and sustainable livelihoods for an additional 500 million young adults, especially those facing poverty, by the year 2012. It will also seek to promote poverty eradication, greater justice and equity with regard to youth and employment.

In my presentation I argued that education, and 'education for all youth', must

be the number one priority when it comes to promoting Youth Employment in the Global Village and stressed the importance of

- ▶ 'Life skills development for young people for employment and effective citizenship' and 'lifelong learning' as part of the Six Dakar Goals on promoting Education for All; and adopting a holistic approach to the education of youth which stresses effective citizenship as well as employment, and which has as its conceptual framework the Four Pillars of Education as outlined in the Delors Report;
- ▶ The fact that TVET for the world of work has largely been a neglected area which must be forcefully addressed if youth are to be adequately and effectively prepared for the world of work, in an age of globalisation; and
- ▶ The fact that available evidence clearly and powerfully demonstrates that TVET can contribute much to the economic and social development of individuals and the communities in which they live, through contributing to rising standards of living, poverty eradication, greater equity and justice.

The UNESCO-UNEVOC International Centre is more convinced than ever that it needs to place greater emphasis on skills development for youth (and adults) with regard to employability and effective citizenship. We plan to pursue this when we prepare the next round of programme documents.

Contact: *Rupert Maclean, Director, UNESCO-UNEVOC International Centre, fax [+49] (228) 2433777, email: rm@unevoc.unesco.org*

## International Cooperation in TVET

### UNEVOC-Canada and Skills Development for the New Economy



UNEVOC-Canada and the Canadian Vocational Association organised an International Conference on **Developing Skills for the New Economy**, Winnipeg, 17-21 October 2002. More than 400 participants from 25 countries attended the conference.

During the opening ceremony the Honourable Diane McGifford (Minister of Advanced Education, Manitoba) announced that the Canadian Commission for UNESCO has nominated the Centre for Aboriginal Human Resources Development in Winnipeg, Manitoba, to become an Associate Centre of the UNEVOC Network. The Minister also announced the creation of a "youth wing", the proposal being that the Youth Vocational Education Club of Dauphin, Manitoba, Regional High School be accorded this status. It was also revealed that UNEVOC-Canada had recently received resources of 600,000 CAN\$ to fund 37 interns annually, many of whom are attached to work in various UNESCO offices in the area of TVET.

A UNESCO-UNEVOC Roundtable on **'Ranking of TVET: Strategies that Can Improve the Status of TVET and Better Link it to the World of Work'**, was jointly organised by Djibril Bokoum and Vincent Nanga, who were interns at the UNESCO-UNEVOC International Centre during 2002.

After several short 'Discussion Starter' presentations by international TVET

specialists, Djibril and Vincent gave an excellent presentation on the research they undertook at the UNESCO-UNEVOC International Centre. A lively discussion followed, with many good ideas coming forward from participants on country experiences and activities that can improve the status of TVET. These inputs will prove most useful for the continuing research in this area being undertaken by Djibril Bokoum and Vincent Nanga.

Contact: Hans Kröner, UNESCO-UNEVOC International Centre, fax [+49] (228) 2433777, email: [hk@unevoc.unesco.org](mailto:hk@unevoc.unesco.org)

## Regional Cooperation in TVET

### Strengthening TVET in Asia



A Roundtable on Technical and Vocational Education and Training (TVET) was convened in Bangkok, 27-29 November 2002, in conjunction with the 8th UNESCO-APEID International Conference on Education. This activity was organised by the UNESCO-UNEVOC International Centre and UNESCO-APEID.

The roundtable was a forum for experts and professionals in the area of TVET, particularly those associated with the UNEVOC network. Its objectives were to:

- ▶ Review issues related to innovations and best practice regarding the training of technical and vocational teachers;
- ▶ Examine how occupational standards can be developed and used in developing curriculum guidelines and content; and
- ▶ Foster networking between UNEVOC and UNEVOC Associate Centres.

The UNESCO-UNEVOC International Centre and UNESCO Bangkok brought in resource persons from 14 countries in the Asia-Pacific region. They met on several occasions over subsequent days of the conference to prepare two detailed project proposals. One on the 'Role of National Occupational Standards in Improving Relevance and Quality TVET Curriculum' (led by Efison Munjanganja), and the other on 'A Professional Development Project for TVET Educators in the Asia Pacific Region' (led by Rupert Maclean)

The 'Professional Development Project for TVET Educators' seeks to follow up in concrete ways Goals 3 and 6 of the EFA Dakar Framework for Action. These goals emphasise the importance of skills development for employability, lifelong learning and effective citizenship. A key purpose of the meeting was to identify topics for teaching/learning modules that could be used by TVET trainers/teachers in various countries throughout the region, to be used in their own national languages. The group identified eight teaching/learning modules relating to contemporary trends and issues for TVET, and seven modules relating to key aspects of education theory and practice concerning TVET.

This meeting was the beginning of what will be a long-term project, the next stages involving the writing and testing of the teaching/learning modules identified, including translation into national languages; revision of these modules based on the testing process and the inputs of 'critical friends'; and the availability of the finalised modules in paper form, as a CD-ROM and on the Internet.

The modules developed for the Asia-Pacific region are likely to eventually be modified by the UNESCO-UNEVOC International Centre, in consultation with countries, for use in other regions of the world.

Contact: Albert Koopman, UNESCO-UNEVOC International Centre, fax [+49] (228) 2433777, email: [ak@unevoc.unesco.org](mailto:ak@unevoc.unesco.org) or Efison Munjanganja, UNESCO Bangkok, fax [+66] (2) 3910866, email: [e.munjanganja@unesco.org](mailto:e.munjanganja@unesco.org)

### Education for All and Skills Development in Europe

A Planning Meeting was held at the UNESCO-UNEVOC International Centre on 17 January 2003 to discuss arrangements for organising a major event on the relationship between Education for All (EFA) and skills development for employability in Europe, by Europe and for Europe.



EFA and Skill Development Planning Meeting, 17 January 2003

The meeting was attended by representatives from the UNESCO-UNEVOC International Centre, UNESCO Paris, the UNESCO Institute for Education (UIE), the European Training Foundation (ETF), the International Labour Organisation (ILO), the UK National Commission for UNESCO, the Learning and Skills Development Agency (LSDA), the British Council, the Council of Europe, the Agence intergouvernementale de la Francophonie (AIF), the German Agency for Technical Cooperation (GTZ) and the European Commission.

Discussions centred on:

- ▶ Clarifying the concept of EFA in practical terms: What is the meaning of EFA, and to what extent is this a problem area in Europe; and which population groups (and parts of Europe) require special attention?
- ▶ Clarifying the meaning of Skills Development in practical terms: What does Skills Development mean for agencies attending the planning meeting; and what is the relationship between EFA and skills development in Europe?
- ▶ An overview of what each agency attending is currently doing in the area of EFA and skills development for employability and how this fits into the global arena regarding EFA.

A major meeting is planned for December 2003 in the United Kingdom. It will be organised jointly by the UNESCO-UNEVOC International Centre and a UK consortium, consisting of the UK National Commission for UNESCO, the British Council and the LSDA. The meeting will be prepared in cooperation with the ETF, the ILO, GTZ and the European Commission.

Contact: Albert Koopman, UNESCO-UNEVOC International Centre, fax [+49] (228) 2433777, email: [ak@unevoc.unesco.org](mailto:ak@unevoc.unesco.org)

## KRIVET's Fifth Anniversary Celebrations

In October 2002 the Korea Research Institute for Vocational Education and Training (KRIVET) held its 2nd International Conference, "VET Through One's Lifetime: New Approaches and Implementation". The conference examined the importance of vocational education and training as an ongoing, lifelong process, and explored innovative ways to promote it. The fifth anniversary of KRIVET was also commemorated at the Conference. KRIVET was founded in 1997 and is one of just two UNESCO Regional Centres of Excellence in the area of TVET.

## Sub-regional Workshop on Social Partnership

A workshop was held in September 2002 in Almaty, Kazakhstan as a component of the European Training Foundation (ETF) funded project "Social Partnership in VET in Kazakhstan". The main idea of the project is to study, generalise and disseminate experiences in the organisation of social partnership in the field of TVET of European countries including Kazakhstan, Kyrgyzstan and Uzbekistan in Central Asia.

As an outcome of the first stage of this project, a model of social partnerships was developed. At the second stage an Experts Council was established in Almaty, comprising city authorities, employers and TVET organisations as a practical implementation of the proposed model. The main task of the Experts Council is to coordinate joint activities of TVET stakeholders, to be a forum to develop a joint vision on social partnership in TVET, to strengthen



Participants at the workshop in Almaty, September 2002

links between the TVET sector and the world of labour and to facilitate the initiation and adoption of decisions aimed at the establishment of "new" social partnerships in the field of TVET.

The objectives of the follow-up of the project on social partnership in Kazakhstan, which is supported by the ETF, the UNESCO Cluster Office for Central Asia and the UNESCO-UNEVOC International Centre, are to:

- ▶ Take stock of what has happened in EU countries, in Kazakhstan and other Tacis countries in the field of social partnership in VET, regarding what progress has been made, what has worked, what hasn't and why;
- ▶ Provide support to working groups;
- ▶ Exchange experience in the field at regional level; and
- ▶ Disseminate best practice.

The workshop was attended by representatives from Kazakhstan, Kyrgyzstan, Uzbekistan including the Ministry of Education and Science, the Ministry of Labour and Social Protection, Kazakhstan, Almaty Akimat, employers organisations, TVET authorities, trade unions, the French Embassy in Kazakhstan, a VET school from Paris/France, and international organisations, including UNESCO, UNICEF, the UNESCO-UNEVOC International Centre, ETF, the EU Delegation in Kazakhstan and the French Centre for Research on Education, Training and Employment (CÉREQ).

Discussions formed the basis for the development of joint project proposals. Representatives from each participating Central Asian country took an active part in the work, which was moderated by a representative of the UNESCO-UNEVOC International Centre. As a result of this interactive work, three project proposals were developed. One project is on strengthening social partnership in VET in Central Asian countries, an issue common to all countries in the region. The second project is on quality assurance and the third on teacher training and the development of teaching/learning materials.

Contact: Shaizada Tazbulatova, National Observatory of Kazakhstan/ UNEVOC Centre Kazakhstan, fax [+7] (3272) 641286, 312871, email: Shaizada@nursat.kz

## Training for Survival and Development in Southern Africa



This seminar took place in Oslo, 14-15 November 2002. It

was a joint initiative by the Nordic Network of UNEVOC Centres, in cooperation with the UNESCO Commissions of Norway and Finland, the Norwegian Ministry of Education and Research and the UNESCO-UNEVOC International Centre. NORAD, the Norwegian Agency for Development Cooperation, and the Norwegian and Finnish Foreign Ministries provided financial support.



Selected participants at the seminar on Training for Survival and Development in Southern Africa, Oslo, 14-15 November 2002

Overall goals of the seminar were to contribute to technical and vocational education and training (TVET) and entrepreneurship education (EE) by giving a higher priority in international development cooperation supported by Nordic agencies and organisations, and to establish a stronger foundation for such initiatives.

Specific objectives were to:

- ▶ Raise the awareness of major stakeholders about the potential importance of TVET and EE as vehicles for poverty alleviation and economic development;
- ▶ Disseminate knowledge and experiences from recent projects and programmes concerning TVET and EE in Southern Africa;
- ▶ Discuss principles and possible models for new initiatives in international development cooperation aimed at strengthening TVET and promoting entrepreneurship in Southern Africa;
- ▶ Explore existing resources in the Nordic countries that are of potential interest to new international initiatives in the field of TVET and EE.

Some 50 participants from the Nordic countries and 19 invited public and



private sector representatives from 11 countries in sub-Saharan Africa took part in the proceedings. Workshop discussions focused on:

- ▶ How to ensure relevance and quality in both content and delivery of training;
- ▶ How TVET and EE can be linked to the Education for All (EFA) initiative; and
- ▶ How the Nordic Development Agencies and UNEVOC Centres could respond to (and support) recent initiatives such as the 1999 Seoul Conference and the LLWF initiative.

For further details on participants, submitted papers and presentations see [http://mnuc.evtek.fi/tvet\\_seminar\\_02/](http://mnuc.evtek.fi/tvet_seminar_02/)

## LLWF Newsletter



The first issue of the "LLWF Newsletter" was launched in October 2002. It provides information on progress achieved to date in the eight sub-projects of the "Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Sub-Regional Cooperation" initiative.

The newsletter also refers to other activities that might be of interest to LLWF stakeholders, such as the e-learning initiatives "DASSIE" and "Africa Drive" in South Africa.

The UNESCO-UNEVOC International Centre and the Department of Vocational Education and Training of the Ministry of Education of Botswana jointly prepared this initial issue. Those interested in LLWF activities are encouraged to contribute actively to its content.

Find the LLWF Newsletter at [www.unevoc.de/southernafrica](http://www.unevoc.de/southernafrica). To subscribe for the print version, please contact [LLWF@unevoc.unesco.org](mailto:LLWF@unevoc.unesco.org).

## Regional Experts Meeting on TVET Projects Initiative and Development in the Arab States

Under the patronage of H. E. Mr. Abdel Rahim Murad, Minister of Education and Higher Education, the UNESCO Regional Office for Education in the



Regional Experts Meeting on TVET, Beirut, 11-13 December 2002

Arab States, Beirut, and the UNESCO-UNEVOC International Centre, organised a Regional Experts Meeting on TVET projects initiatives and development in the Arab States (Beirut, 11-13 December 2002). This Experts Meeting discussed a set of working papers submitted by experts and specialists from the Arab States and UNEVOC Centres in order to activate joint cooperation for developing TVET.

The 35 proposals and working papers, which were discussed during this meeting, and which resulted in several project ideas for the ARAB countries, covered the following themes:

- ▶ Content and quality of TVET programmes;
- ▶ Recognition, accreditation and qualifications frameworks;
- ▶ Professional development of TVET personnel;
- ▶ Access of girls and women to TVET;
- ▶ Private sector participation in TVET programmes and the employment of graduates;
- ▶ Human resources development for small and medium-sized enterprises; and
- ▶ Training for the informal sector.

The 23 participants were representatives of Bahrain, Egypt, Iraq, Jordan, Lebanon, Morocco, Saudi Arabia, Sudan, Syria, Yemen, UNESCO, ILO, UNRWA, the European Training Foundation (ETF), the German Agency for Technical Cooperation (GTZ), the European Commission / EJADA, and the Arab Open University / ABEGS.

The project ideas developed will be shared with Member States, UNEVOC Centres and concerned regional and international organisations to determine the relevance of each project to any

given country; as well as priorities that are of key interest in participating and coordinating a particular project.

Contact: Sulieman Sulieman, UNESCO Beirut, fax [+961] (1) 824854, email: [S.Sulieman@unesco.org](mailto:S.Sulieman@unesco.org) and Hans Kröner, UNESCO-UNEVOC International Centre, fax [+49] (228) 2433777, email: [hk@unevoc.unesco.org](mailto:hk@unevoc.unesco.org)

## Role of Technical and Professional Education and Training in Rural Development



UNESCO Regional Office Beirut, the International Center for Agricultural Research in the Dry Areas (ICARDA) and the Ministry of Education (UNEVOC Centre, Syria) organised a regional symposium entitled "The Role of Technical and Professional Education and Training in Rural Development" at ICARDA on 26-29 January 2003 in Aleppo, Syria. Representatives from the Aleppo Governorate, the Directorate of Education, Aleppo University, the Agricultural Chamber, NGOs and Syrian media attended the opening.

The main objectives of the symposium were to: (i) activate and highlight the role of technical and professional education and training in rural development; (ii) link technical and professional programs and specialisations with the needs of local communities; (iii) strengthen relationships of the technical and professional educational institutions with development and production sectors; and (iv) strengthen collaboration between technical and professional education and training organisations in the development programs and projects.

The symposium brought together over 35 experts and officials in TVET and rural development from 12 Arab countries.

Contact: Sulieman Sulieman, UNESCO Beirut, fax [+961] (1) 824854, email: S.Sulieman@unesco.org

## UNESCO-UNEVOC Outreach Programme

### Teaching and Learning for a Sustainable Future

The UNESCO-UNEVOC International Centre organised a seminar on 10 February 2003 on education for sustainable development, which was presented by Prof. John Fien from Griffith University in Australia. Prof. Fien drew upon lessons learnt from the decade of international innovation in educating for a sustainable future, between the Earth Summit in Rio de Janeiro in 1992 and the World Summit on Sustainable Development in Johannesburg in 2002.

*Teaching and Learning for a Sustainable Future* is a (re)new(ed) vision of education that seeks to help people, young and old, better understand the world in which they live, and to face the future with hope and confidence. It equips people with the understanding, skills and motivation to play a role in addressing the complex and interdependent problems that threaten our future – such as poverty, wasteful consumption, environmental degradation, urban decay, population growth, gender inequality, health, conflict and the violation of human rights.

In this way, educating for a sustainable future involves approaches to teaching and learning that integrate goals for conservation, social justice, appropriate development and democracy into a vision and a mission of personal and



Participants at the Outreach seminar, 10 February 2003

social change. As such, education for a sustainable future encompasses a vision for society that is not only ecologically sustainable but also one which is socially, economically and politically sustainable.

UNESCO developed the *Teaching and Learning for a Sustainable Future* programme. This is a multimedia teacher education programme that contains 100 hours (divided into 25 modules) of professional development for use in pre-service teacher courses as well as the in-service education of teachers, curriculum developers, education policy makers, and authors of educational materials. It is available free of charge as a CD-ROM and on the Internet at <http://www.unesco.org/education/tlsf>

## UNESCO Headquarters (Paris) News

### UNESCO – Nigeria TVET Project Trains 500 Teachers



UNESCO's Section for Technical and Vocational Education, Paris, in cooperation with the National Board for Technical Education (NBTE) in Nigeria, is implementing a project that aims to better equip large numbers of young Nigerians for the world of work. This goal is to be achieved by revitalising technical and vocational education and training (TVET) throughout the country.

High unemployment has been leading to increasing poverty and serious social problems in Nigeria. Coincidentally, there has been a decline in TVET enrolments. Less than 1% of secondary education is oriented towards technical and vocational skills. The need to revitalise TVET is seen by many as the best means to improve economic opportunities for the youth of Nigeria. Therefore, a cost-sharing project agreement between UNESCO and the Nigerian Federal Ministry of Education was signed in December 2000 to revise curricula for secondary Technical Colleges and post-secondary Polytechnics and to establish a new system of con-

tinuing technical staff development and training.

Project implementation commenced in February 2001 with a radical review of 28 curricula in electrical, mechanical and building disciplines. National experts and UNESCO international consultants from Australia, Iraq, Kenya and the UK participated in the final review, and updated the curricula, at a workshop held in August 2001.

At the same time, seven Staff Development Centres (SDCs) were established in Federal Polytechnics located in each of the six geopolitical zones at Auchi, Bauchi, Bida, Kaduna, Lagos, Nekede and one at NBTE Headquarters. Core teams of trainers were prepared in a special course organised by UNESCO and NBTE in Kaduna in August 2001 to train technical teachers, principals and heads of departments in the usage of the new curricula. Since February 2002, the seven SDCs have held more than 34 training workshops, which have benefited 572 staff members from institutions throughout Nigeria. By the end of 2002, the project provided initial training to about 20% of the staff in Nigeria's TVET system.

Plans for 2003 focus on continuing and expanding the training programmes offered by SDCs for staff in TVET institutions, as well as starting non-formal training programmes for the unemployed and the community at large, as part of the poverty alleviation effort. A second 'training of trainers' workshop is planned to increase the training capacity of the SDCs. In addition, a major scheme to develop technical textbooks based on the new curricula is to be launched. The project aims to leave the SDCs as self-sustaining TVET human resource development providers that help to prepare young Nigerians to lead productive and peaceful lives while contributing to the economic growth of their country.

Contact: Mohan Perera, UNESCO Paris, fax [+33] (1) 45685621, email: [m.perera@unesco.org](mailto:m.perera@unesco.org)



## Integration of Environmental Education in Technical and Vocational Schools

UNESCO's Section for Technical and Vocational Education, Paris, in collaboration with the Section for Science and Technology Education, has launched a project to undertake a series of studies on national initiatives to integrate environmental education in technical and vocational schools in selected developing countries in Asia. The aim of the project is to obtain:

- ▶ An overview of various national approaches to integrate training for environmental protection in schools;
- ▶ An analysis of the needs and inadequacies in the programmes available; and
- ▶ A set of suggestions/recommendations for UNESCO and other interested parties for future action in this area.

Beneficiaries of technical and vocational education and training (TVET) have a crucial role in implementing practical solutions to current environmental problems, as they enter the world of work. They also have a responsibility to adopt work practices that do not harm the environment. As stressed in recommendations formulated at the Second International Congress on Technical and Vocational Education (Seoul, 1999), TVET should not only focus on economic dimensions but also place an emphasis on environmentally sound technologies and practices.

The Punjab State Council for Science and Technology (PSCST) in India is coordinating the national studies being conducted by the following institutions:

- ▶ Beijing Academy of Educational Sciences (China);
- ▶ Technical Education Development Centre, Bandung – UNEVOC Centre (Indonesia);
- ▶ Technical and Vocational Education Curriculum Division, Technical Education Department, Ministry of Education (Malaysia);
- ▶ Kolej Universiti Teknologi Tun Hussein Onn – UNEVOC Associate Centre (Malaysia);
- ▶ Western Visayas College of Science and Technology – UNEVOC Centre (Philippines); and
- ▶ PSCST (India).

In 2003, UNESCO will commence with the development of training materials on environmental issues in TVET in order to meet the needs identified in the national studies. We would welcome information from readers about their experience in related areas.

Contact: Miki Nozawa, UNESCO Paris, fax [+33] (1) 45685621, email: [m.nozawa@unesco.org](mailto:m.nozawa@unesco.org)

### ILO-UNESCO Cooperation

## Regional Seminars to Implement UNESCO-ILO Standards in TVET



UNESCO's Section for Technical and Vocational Education,

Paris, held two regional seminars in autumn 2002 to help Member States implement the joint UNESCO-ILO publication *Technical and Vocational Education and Training for the Twenty-first Century – UNESCO and ILO Recommendations*. The first of the seminars was held in Tokyo in partnership with Japan's National Institute of Education Policy Research (NIER) from 24 September to 2 October 2002. This activity was for the benefit of the Asian Region and involved the participation of high-level education policy makers from Afghanistan, Bangladesh, Cambodia, Laos, Mongolia, Myanmar, Nepal, Pakistan, Sri Lanka, Thailand and Vietnam. A significant feature of this activity was the participation of an ILO staff member as a resource person. The second seminar was held in Moscow from 21 to 25 October 2002 and involved the participation of representatives from Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, the Russian Federation, Tajikistan, Ukraine and Uzbekistan.



Seminar on TVET for 21<sup>st</sup> Century regarding UNESCO and ILO Recommendations

The joint UNESCO-ILO publication contains UNESCO's *Revised Recommendation concerning Technical and Vocational Education (2001)* and ILO's *Conclusions concerning Human Resources Training and Development*. The UNESCO recommendation was updated in 2001 based on proposals formulated at the Second International Congress on Technical and Vocational Education (Seoul, 1999). The new version of this normative instrument takes into consideration contemporary issues such as globalisation, information and communication technologies, environmental issues, the need for gender equity and the integration of excluded groups in TVET. The ILO document was adopted in 2000.

The objective of the seminars was for education policy-makers from participating countries to become familiar with the standards described in the documents, and to enable them to plan and design actions to implement as many of these standards as is possible in their national TVET systems. The participants in both seminars were remarkably frank about the current shortcomings in their TVET systems and demonstrated great enthusiasm for the recommended policy reforms. The seminars were intended as capacity-building exercises to help Education Ministries prepare the increasing numbers of individuals who are receiving basic education, for the changing world of work in the twenty-first century.

Contact: Mohan Perera, UNESCO Paris, fax [+33] (1) 45685621, email: [m.perera@unesco.org](mailto:m.perera@unesco.org)

### ILO News

## Financing Training: Innovative Approaches in Latin America



It has been increasingly recognised that investment in education and training can be a shared responsibility between the State, business enterprises, social partners, individual workers and other stakeholders (*Resolutions concerning human resources training and development adopted by the General Conference of the International Labour Organisation, 88th Session, 2000*).

Since the early 1990s, and especially in recent years, the financing of vocational training (VT) has become a priority and a central part of the public policy agenda in the Latin American region. There has been a proliferation of different suppliers (public and private) due to the inability of the traditional vocational education and training (VET) system to respond efficiently and in a timely way to economic and labour market demands. Some pioneering financing strategies (tripartite, bipartite, national and sectoral arrangements) are emerging in the region, as they seem to match changes in the structure of employment and in the type of demand for vocational training. These have been the result of the increasing participation of diverse social actors in a dialogue around vocational training issues in the region.

The Skills Development Department (IFP/SKILLS) of the International Labour Organisation (ILO) recently undertook a study of innovative modes of financing training, based mainly on the Latin American experience. The study examined changes in governance and the new roles and responsibilities assumed by the government and social partners for investing in vocational training.

The so-called Latin American model of vocational training, characterised by a funding mechanism based on levies or para-fiscal contributions, was analysed as well as some innovative funding initiatives based on the state budget and/or private budget. Examples of successful partnerships between government and enterprises, between workers and employers, between workers and government, or between government and the social partners, were examined. These innovative funding approaches illustrate the changing role and responsibilities played by the government, the VTIs and the social partners in this area. Although they are still embryonic (in most cases) or unique (in others), these experiences show a new path of institutional alliances and forms of collaboration among a broader range of social partners around financing of vocational training.

Contact: Regina Galhardi, IFP/SKILLS, International Labour Office, fax [+41] (22) 7997650, email: galhardi@ilo.org

## Inside UNESCO-UNEVOC International Centre

### Staff news

**Pascaline Anapak** joined the Centre in August 2002 as the second apprentice.

Since July 2002, a total of 16 interns have assisted the Centre with its activities. The interns came from Angola/Mozambique, Burkina Faso, Cameroon, Canada, Ethiopia, Germany, Japan, Kenya, Philippines, Togo and Uganda.

### Visitors to the Centre

#### August 2002

**Dr. Gisela Dybowski**, Head of Department 1, Research and Service Concept, Development/International Vocational Training/Education, Marketing, the Federal Institute for Vocational Training (BIBB), Germany.

**Abel Modungwa**, Chief Executive Officer, Botswana Training Authority (BOTA) accompanied by **Dr. Hartmut Krebs**, Project advisor, Team Leader BOTA, the German Agency for Technical Cooperation (GTZ).

**Harald Ganns**, Ambassador ret., Special Representative of the UN-Organisations located in Bonn, Federal Foreign Office, Germany.

**Eisuke Tajima**, Bureau of Field Coordination, UNESCO headquarters, Paris, France.

**Prof. John Fien**, Director, Griffith University Ecocentre, Australia with **Dr. Esther Charlesworth**, American University, Beirut, Lebanon.

A high level delegation from the Kingdom of Bahrain led by **Latifa Al Bounodha**, Senior Curriculum Specialist, Ministry of Education, Curriculum Directorate, Commercial Section.

**D. Carter LaBarge**, Sales Manager, Asia/Pacific & Africa, The Western States Machine Company, Ohio, USA.

**Hans Wrede**, Ambassador, German Permanent Delegation to UNESCO, Paris, France.

#### September 2002

**Efison Munjanjanja**, Programme Specialist in TVE, UNESCO Regional Office, Bangkok, Thailand.

**Dr. Voelskow-Thies**, UN Staff Advisor, Bonn, Germany.

A high level delegation from the Department of Vocational Education (DOVE) of Thailand led by **Lek Suwansuthada**, Director Agricultural & Technology College.

**Michael Schlicht** and **Stefan Stupp**, German Federal Ministry of Education and Research.

**Suliman Suliman**, Programme Specialist in TVE, UNESCO Regional Office for Education in The Arab States, Beirut, Lebanon.

**Tony Majoram**, Basic and Engineering Sciences, Science Sector, UNESCO headquarters, Paris, France.

**Simon Chambers**, Director, UK UNESCO; **Ruth Gee**, Director, Vocational Partnerships, the British Council and **Michael Frearson**, Research Manager, Learning and Skills Development Agency, UK.

**Shaizada Tasbulatova**, Team leader, The Tacis/ETF National Observatory Project, Eurasian Centre of Development of Education and Head of the UNEVOC Centre in Kazakhstan.

**Suzanne Buttkus**, Administrative Officer, UNESCO Institute for Education, Germany.

#### October 2002

**Wilma M. Elsing**, Study Director, Vocational Education, Ministry for Schools, Science and Research of Northrhine-Westfalia, Germany.

#### November 2002

A delegation from the China Disabled Persons' Federation (CDPF) led by **Tang Shu Fen**, Deputy Director General, Department of Education and Employment.

**Prof. Mubarak Mohamed Ali Magzoub**, Minister, Ministry of Higher Education & Scientific Research, Sudan, **Ahmed Gaafar Abdelkarim**, Ambassador of Sudan to Germany and **Prof. Dr. Winfried Breipohl**, Universitätsklinikum, Bonn, Germany.

A delegation from the Ministry of Education and Science, Bureau for Development and Education from the former Yugoslav Republic of Macedonia led by **Ljupco Spasovski**, Ministry of Education and Science (MoES), Director, State Educational Inspectorate.

**Mourad Chamekh**, Director-General, French Centre for Research on Education, Training and Employment (CÉREQ) led a delegation from Algeria.

#### December 2002

**Mike Bonnell**, Chief of Section: Hydrological Processes and Climate Change Division of Water Sciences at UNESCO headquarters, Paris, accompanied by **Prof. Dr. Paul L.G. Vlek**, Director, Centre for Development Research (ZEF), Bonn and **Ulrich Schröder**, Secretariat for the International Hydrological Programme of UNESCO and for the operational Hydrological Programme of WMO, German Federal Institute of Hydrology.

**Dr. Jaime Millán Herrera**, Director, Universidad de Concepción, Escuela de Graduados, Chile.

**Friedrich Hammerschmidt**, Head of Project CRYSTAL Network for Training and Learning Media, German Agency for Technical Cooperation (GTZ), Eschborn and **Dr. Stefan Lock**, German Federal Ministry for Economic Cooperation and Development.

**Paul O'Sullivan**, Ambassador and **Günther Schlothauer**, Public Relation & Public Affairs, Australian Embassy, Berlin, Germany.

**Dragoslav Jovanovic**, Common Services, UN Premises in Bonn with **Thierry Jansen**, Security Officer, Common Services Unit, UN Premises in Bonn and **Angelika Nöcker**, Administrative Assistant, European Centre for Environment and Health (WHO), Germany.

**Dr. Hermann Müller-Solger**, **Dr. Michael Széplábi**, **Michael Schlicht**, German Federal Ministry of Education and Research with **Andreas Baaden**, Head of the Education Division, German Commission for UNESCO.

**Philipp Grollmann**, Institute of Technology and Education, University of Bremen, Germany.

**Michel Lokhorst**, Senior Publishing Editor, Social Sciences Unit, Kluwer Academic Publishers, The Netherlands.

#### January 2003

**Suk-Min Chang**, Senior Research Fellow, KRIVET and **Beong-Kug Song**, Professor, Department of Education, Soonchunhyang University from Korea.

**Dr. Claudia A. Herok**, International Strategy, Multilateral Cooperation, German Federal Ministry of Education and Research.

**Michel Carton**, Professeur titulaire, Directeur Adjoint Chargé de l'Enseignement, Graduate Institute of Development Studies, Switzerland.

#### February 2003

**C. Uma Maheswara Rao**, Additional Secretary to Chief Minister, Government of Andhra Pradesh and **P.V.K. Reddy**, P.V.K. Engineers (P) Ltd., India.

**Prof. John Fien**, Director, Griffith University EcoCentre, Australia

**Madhu Sing**, Senior Programme Specialist, UNESCO Institute for Education, Germany.

**M. Tawfik**, Director, UNESCO Office, New Delhi, India.

**Prof. David Wilson**, Ontario Institute for Studies in Education, University of Toronto, Canada.



#### Forthcoming Events

##### ► Life Skills: A Bridge between Education and Training? Meeting of the Working Group for International Cooperation in Skills Development



**28-30 April 2003; Bonn, Germany;**  
language: English (by invitation)

Organiser: Working Group for International Cooperation in Vocational and Technical Skills Development

Information: Michel Carton, c/o Graduate Institute of Development Studies, fax [+41] 229065947, email: michel.carton@iued.unige.ch or wgskills@unevoc.unesco.org

##### ► International Conference „Teaching and Learning for Intercultural Understanding, Human Rights and a Culture of Peace“



**15-19 June 2003; Jyväskylä, Finland;**  
language: English

Organiser: Institute for Educational Research, University of Jyväskylä, with support from UNESCO

Information: Pirjo-Leena Pitkänen, Congress Manager, Jyväskylä Congresses, P.O.

Box 212, 40101 Jyväskylä, Finland,  
fax [+358] 143398159,

email: pirjo-leena.pitkanen@jyvaskyla.com or Prof. Johanna Lasonen, Chair of the Conference, email: johanna.lasonen@ktl.jyu.fi, website: www.jyu.fi/ktl/unesco2003



The **UNESCO-UNEVOC Bulletin** is published several times each year by the UNESCO International Centre for Technical and Vocational Education and Training, Bonn, Germany (UNESCO-UNEVOC International Centre).

Editor: Sjoukje Schots

Editorial Team: Rupert Maclean, Hans Kröner, Albert Koopman, Marion Mitschke, Josiane Blanc-Mannheim, Sabine Ayeh, Sulieman Sulieman

The UNESCO-UNEVOC Bulletin is currently published in Arabic, English, French and Spanish:

- as a print version;
- as a digital version in Adobe Acrobat (PDF format);
- on the web pages at [www.unevoc.unesco.org/bulletin](http://www.unevoc.unesco.org/bulletin).

It may be downloaded, reprinted and further distributed free of charge, either in full or in part, by acknowledging the source.

In order to subscribe to one of the above versions or for any other correspondence, please contact...

... for the English, French and Spanish versions:

UNESCO-UNEVOC International Centre  
Goerrest. 15, 53113 Bonn, Germany  
Tel. [+49] (228) 243370, Fax [+49] (228) 24337-77  
Email: [bulletin@unevoc.unesco.org](mailto:bulletin@unevoc.unesco.org)  
[www.unevoc.unesco.org/bulletin](http://www.unevoc.unesco.org/bulletin)

If you wish to subscribe, please indicate the language (English, French or Spanish) and the version (print or pdf). Include your name and full mailing address (for print versions) or your name and e-mail address (for the pdf version).

... for the Arabic print version:

UNESCO Office Beirut  
Mr S. Sulieman  
B.P. 5244, Beirut, Lebanon  
Tel. [+961] (1) 850015, Fax [+961] (1) 824854  
Email: [s.sulieman@unesco.org](mailto:s.sulieman@unesco.org)

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries.