



# UNEVOC

INTERNATIONAL CENTRE  
for Technical and Vocational  
Education and Training

## UNESCO-UNEVOC Bulletin

### > Editorial <

#### TVET for Sustainable Development

The UNESCO-UNEVOC International Centre is placing an emphasis on 'technical and vocational education and training (TVET) for sustainable development', as the Centre seeks to assist UNESCO Member States strengthen and upgrade their systems of TVET. This emphasis will be increasingly reflected in the various programme activities mounted by the Centre in its areas of responsibility.

With this in mind, a *Brainstorming Meeting on TVET for Sustainable Development* was held in the UNESCO-UNEVOC International Centre from 25 to 27 February, 2004. The eleven participants were selected for their expertise in technical and vocational education and/or education for sustainable development, and included representatives of UNEVOC Centres, other UNESCO and United Nations Agencies, and staff of the UNESCO-UNEVOC International Centre.

The meeting provided guidance to the Centre as it re-focuses its programme activities and prepares its contribution to the forthcoming United Nations Decade on Education for Sustainable Development, which commences in 2005 with UNESCO as the Lead Agency. In addition, TVET for Sustainable Development will be one of the main themes to be examined at the UNESCO international expert meeting 'Learning for Work,

Citizenship and Sustainability', to be hosted in Bonn in October 2004.

What became increasingly apparent during the brainstorming session is that the matter of 'TVET for Sustainable Development' is a relatively new field of endeavour, which has been given little attention to date.

As the publications listed at the end of this newsletter demonstrate, some work in the area of TVET for Sustainable Development currently occurs in developed countries, while the situation is not so clear when it comes to the developing world. As a result, the UNESCO-UNEVOC International Centre issued a 'Call for Contributions' to be found on the Centre's website at [www.unevoc.unesco.org/sustainable](http://www.unevoc.unesco.org/sustainable). It will serve to find out more about what is going on in this area, particularly in developing countries, countries in transition and those in a post conflict situation, as an input to the meeting later this year.

#### More information

Rupert Maclean, Director,  
[R.Maclean@unevoc.unesco.org](mailto:R.Maclean@unevoc.unesco.org)



Participants at the Brainstorming Meeting, February 2004

“What became increasingly apparent during the brainstorming session is that the matter of 'TVET for Sustainable Development' is a relatively new field of endeavour, which has been given little attention to date.”

## > UNEVOC Network <

### Strengthening the Worldwide UNEVOC Network

**T**he UNEVOC Network is a worldwide network of specialised institutions in technical and vocational education and training (TVET), the so-called UNEVOC Centres. The purpose of the UNEVOC Network is to promote experimentation, innovation and the diffusion and sharing of information and best practices, and to promote a dialogue between researchers, policy-makers and practitioners working in the field of TVET. UNESCO created this Network in 1992 in response to the lack of a platform for international cooperation in the area of TVET. Currently the UNEVOC Network consists of more than 220 UNEVOC Centres in over 155 UNESCO Member States.

In the UNESCO Programme and Budget for 2004–2005, one of the main lines of action concerns harnessing global networks in support of Education for All (EFA). In this regard, the UNEVOC Network has been identified as an important world-

wide education platform, which has the potential to make an increasingly dynamic contribution to UNESCO's TVET programme, in the spirit of decentralisation.

In order to help fully realise this potential, a *Focus Group Meeting on the Revitalisation of the UNEVOC Network* was convened on 20 and 21 November 2003 in the UNESCO-UNEVOC International Centre, Bonn. The meeting had a consultative role in relation to a range of issues to be resolved, and new practices and procedures to be adopted, in order to revitalise, strengthen and upgrade the UNEVOC Network. The Focus Group Meeting comprised 19 selected experts in technical and vocational education and training from UNEVOC Centres in the various regions, as well as from UNESCO Field Offices and UNESCO Institutes.

The meeting examined a wide range of matters under the headings of mission statement and definition of the UNEVOC Network; management and governance; and, membership roles and responsibilities.



*Working group discussion*

In the light of this meeting, an Action Plan for the Strengthening of the UNEVOC Network has been prepared, which will be distributed shortly to UNESCO Member States, UNEVOC Centres, UNESCO Offices and partner agencies.

#### More information

Albert Koopman, Programme Specialist,  
A.Koopman@unevoc.unesco.org

## > UNEVOC Publications <

### Looking for Funding for your TVET Initiative?

**D**o you need support for the realisation of your TVET initiative? Which agencies for international cooperation define your country as a priority for their assistance? What are the topics the agencies support, and what should a project proposal look like?

A guide 'Agencies for International Cooperation in Technical and Vocational Education and Training: A Guide to Sources of Information', has been developed by the UNESCO-UNEVOC International Centre, with Ms Julia Maintz as author. It provides an overview of sources of Official Development Assistance by the 22 Member States of the Development Assistance Committee (DAC) of the Organisation for Economic Co-operation and Development (OECD). Its focus is on technical and vocational education and training.

The guide is available in English and can be obtained free of charge. The web version can be accessed at [www.unevoc.unesco.org/donors](http://www.unevoc.unesco.org/donors). The print version is available at the address below.

#### More information

Hans Krönner, Senior Programme Specialist,  
H.Kronner@unevoc.unesco.org

### UNEVOC International Encyclopaedia

**O**ne of the main functions of the UNESCO-UNEVOC International Centre is knowledge management and information sharing with particular reference to promoting best practices and innovations in TVET and education for the world of work, and to bridging the gaps that often exist between research, policy and practice. To bring this matter to fruition, the UNESCO-UNEVOC International Centre has developed an extensive publications programme.

What started out as an International Handbook and Book Series on Technical and Vocational Education and Training, has now expanded into a much larger, comprehensive and more complex series of publications on TVET than was initially envisaged.

The *UNEVOC International Encyclopaedia of TVET*, which is currently under preparation, consists of the following publications:

- >> International Handbook on TVET (Editors – Rupert Maclean and Prof. David Wilson)
- >> Book Series 'Current Developments in TVET: Issues, Concerns and Prospects' (Editors – Rupert Maclean and Prof. David Wilson)
- >> Handbook on TVET Research (Editor – Prof. Felix Rauner)
- >> National Profiles of TVET (Editor – Prof. Uwe Lauterbach)
- >> International Journal on Technical and Vocational Education and Training Research (Editor – Prof. Jittie Brandsma)

>> Annotated Bibliographies of TVET (various authors)

The Handbooks and books will be published over the period 2004 – 2006 and the first issue of the Journal will be published in 2005. Through these forthcoming publications, which will be available in both hard copy and on CD Rom, the UNESCO-UNEVOC International Centre seeks to assist UNESCO Member States improve the quality and effectiveness of their TVET systems.

#### More information

Gertrud Auf der Mauer,  
Publications Specialist,  
G.Aufdermauer@unevoc.unesco.org

## School Reform and Technical Education

**D**r. Ron Hansen is professor of teacher education at the University of Western Ontario in Canada. Students in his programmes are from two fields: technological studies and adult education. His recent research looks at the relative value of learning through formal institutions versus learning through life and work experience. In December 2003, during his stay with the UNESCO-UNEVOC International Centre, he gave a presentation on School Reform and Technical Education, in the framework of the Outreach Programme. To summarise this presentation, he writes:

The views and positions expressed in this article focus on the assumptions and premises behind learning in schools, particularly on how learning in schools is defined and perpetuated, and the advantages and disadvantages of school life generally. The evidence for needing to clarify assumptions and premises behind school life can be found in the awkward position that technology as a school subject finds itself in.

A century of reliance on a narrow cognitive learning process in our secondary and tertiary institutions has been heralded as important to the human race, as if we need to be disciplined about our acquisition of knowledge in order to master the natural and social world around us. We have become a world of people who rely on the 'experts' (i.e., scientists) to do our thinking for us. Our progress is gauged by how science has served us with its explanatory power in fields like medicine, agriculture, and even education. We are just beginning to understand that a deferment of our

natural tendencies to think for ourselves, to trust our experiences, has its costs: for example, students who think that school learning is equated to life learning, misplaced understandings about nature and resources, sprawling consumerism, and a willingness to let knowledge replace wisdom.

The technical and general studies curriculum in secondary schools around the developed countries of the world is one that has evolved, and is evolving, in response to a range of pressures and perceived needs. 'Skills for the New Economy' is the catch phrase across many fields/sectors. This is usually meant to refer to computer or information handling skills. Some curriculum literature looks at alternative ideas for organising the curriculum in schools but those ideas never materialise. Why do academic studies have such a tradition in western societies? Why do subjects like technological education live in the shadow of academic studies? This article examines these questions.

The author's position is that the knowledge transmission process in schools and the formal institutionalisation of learning both displace rather than situate subjects like technology in the curriculum. However, evidence from recent research reports suggests that the 'academic-diet-for-everyone' assumption is flawed.

Beyond looking at the curricula in schools, it is helpful to look at the life of technology teachers. Their effectiveness and development is particularly problematic given the prevailing academic culture in schools, a culture in which some subjects prosper while others decline. How does this happen in institutions that are supposed to be egalitarian and democratic? Not all technology teachers utilise their practical problem-solving

methodologies once they find themselves in school-teaching positions. It seems that, once in the system, they abandon their allegiance to practical problem solving in favour of more manageable and dispensable pieces of knowledge and skill that simulate problem solving.

It might be safe to say that learning in controlled environments such as schools, learning of a predominantly academic nature can be separated from learning of a practical nature. However, meaningful learning, when students are self-motivated or self-directed in their everyday lives, is extensively based on experience or action. So, is academic learning really appropriate, methodologically valid, or functional?

Challenging conventional thought about educational change is difficult. The testimonials of technical teachers implore us to re-think and clarify our assumptions about learning in schools generally, and the importance and place of technological education in that learning. Experience and knowledge need to be examined more critically in our analysis of educational policy and planning. Experience needs to be considered as an 'organiser' for curriculum in learning institutions or a more central and valued component in curriculum design. Technological education may be the one subject, which challenges the academic tradition – a tradition that continues to de-contextualise knowledge.

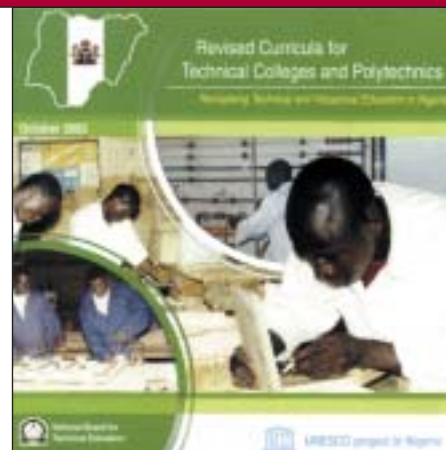
### More information

Dr. Ron Hansen, Professor,  
Faculty of Education,  
University of Western Ontario, Canada,  
hansen@uwo.ca

## Nigerian Project's Success Prompts New Demands

**U**NESCO's TVET curriculum review project in Nigeria is now nearing completion after three years of intensive implementation. The project, which was financed under the Japanese Government's Funds-in-Trust programme, updated the curricula in 28 disciplines taught in technical schools and polytechnics in Nigeria. Subjects from carpentry to electronics were reviewed and the new curricula were approved and adopted by the governing bodies in the Federal Ministry of Education. Thus they are now the national standard at their respective levels of specialisation. UNESCO has placed these new curricula on a CD-ROM so they may be eas-

ily disseminated and used in any institution in any country. The project has also trained nearly 3,000 technical teachers to use the new curricula. This number represents about 40 % of the technical teachers in Nigeria. Teacher training in the technical disciplines was augmented by a national workshop on career guidance and counselling. The aim was to attract better enrolment in TVET institutions and eventually build a system that is more in line with the community's social and economic needs. During one of the workshops held as part of the project, Dr Nuru Yakubu, Executive Secretary of the National Board for Technical Education (NBTE) in Nigeria, was awarded the Order of Nigeria (OON), a prestigious national award, by President Olusegun Obasanjo, for his services to TVET in Nigeria.



*New Nigerian TVET Curricula available on CD-Rom*

The success of this technical curriculum review exercise has prompted demands for more such projects in Nigeria and other countries. The NBTE

in Nigeria has requested UNESCO to help review its curricula in the business management and accountancy disciplines. Meanwhile UNESCO has responded to requests from Bangladesh and Ethiopia by mobilising funds for curriculum review projects also in those countries. The UNESCO Offices in Dhaka and Addis Ababa will take the lead in implementing these projects. The Section for Tech-

nical and Vocational Education at the Organization's Headquarters and the UNESCO-UNEVOC International Centre in Bonn will play supporting roles by providing resource materials and guidance. These projects will benefit from the achievements of the Nigeria project since they expect to adapt the Nigerian curricula to the needs of their particular social and economic contexts.

Free copies of the Nigerian TVET curriculum CD-ROM can be obtained from the address below.

**More information**

Mohan Perera, Chief, Section for TVE, UNESCO, 7, place Fontenoy, 75007 Paris, France, M.Perera@unesco.org

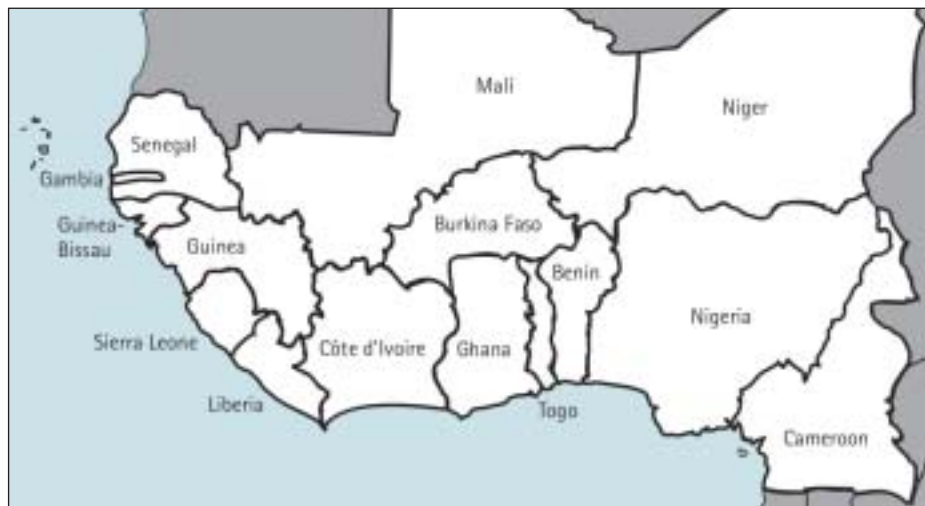


**UNESCO Seminar in West Africa**

**T**he UNESCO standard-setting document, the Revised Recommendation concerning Technical and Vocational Education (2001), which has been published together with the ILO Conclusions concerning Human Resources Training and Development, has been the key resource material for a series of sub-regional seminars on TVET policy reform. The latest of these UNESCO activities was held in Kaduna, Nigeria from 8 to 11 December 2003. It involved the participation of high-level education policy-makers from eleven West African countries. The seminar was organised by the Section for Technical and Vocational Education, UNESCO Paris, and the UNESCO-UNEVOC International Centre, in partnership with Nigeria's National Board for Technical Education.

The Kaduna seminar enabled the participants to discuss the difficulties facing West African TVET systems and to devise strategies for reforming TVET policy. Such strategies should be in line with internationally acknowledged sound standards and practices as described in the UNESCO Recommendation.

During the seminar, participants stressed the need for a sub-regional professional association and agreed to draft a constitution for a West African Association for Technical and Vocational



Countries (shown in white) that were invited to participate

Education and Training (WAATVET). The participants felt so strongly about the need for such an association to strengthen TVET as a means of poverty alleviation that they elected interim office bearers of the Association, with Dr Nuru Yakubu, Nigeria, as Interim Chairperson.

Once it begins functioning, the Association is expected to serve as a platform for raising the profile of TVET among all its stakeholders in West Africa and for bringing TVET to a more central position in national development agendas.

Director-Generals for TVET in the four West African countries that had originally not participated in the meeting are invited to contact Dr.

Yakubu at the address below for more information about the Association.

The UNESCO Revised Recommendation and ILO Conclusions are now available on CD-ROM in the six working languages of the United Nations. Free copies can be obtained from the address below or downloaded from [www.unevoc.unesco.org/convention](http://www.unevoc.unesco.org/convention)

**More information**

Mohan Perera, Chief, Section for TVE, UNESCO Headquarters Paris, M.Perera@unesco.org or Dr Nuru Yakubu, Executive Secretary, NBTE, Plot B, Bidi Rd., PMB 2239, Kaduna, Nigeria



**Reforming TVET in ECOWAS Member States**

**T**VET is critical for poverty alleviation. Yet ironically, the sector has witnessed distressful neglect in education reform initiatives by national governments of ECOWAS Member States<sup>1</sup> (Economic Community of West African States) for too long. In spite of several affirmations in favour of the development of TVET in West Africa over the last four decades, TVET has remained in crisis. At the ECOWAS education

experts' meeting held in Dakar, September 2002, preparatory to the 1<sup>st</sup> Conference of ECOWAS Ministers of Education, Professor Moustapha Sourang, Minister of Education of Senegal, noted, with regard to science, technology and vocational education, that:

'This sub-sector has been marginalised, if not totally neglected. This is regrettable because, as everyone would agree, no country can hope to develop its industrial sector without taking adequate steps to provide appropriate technical education. There is therefore the urgent need to develop this sector in order to endow the region with technically well-trained human resources

that can enable it to meet the economic challenges facing it'.

It was in recognition of this obvious neglect that UNESCO Dakar organised, in August 2003, in Accra, Ghana, a sub-regional workshop on the re-orientation of technical and vocational education and training. The overall objective was to ultimately facilitate the design of an improved and well-oriented syllabus and work-plan for TVET. This would reinforce sub-regional co-operation in the reform of TVET curricula and programmes. As a follow-up to this initiative, UNESCO Dakar commissioned a project proposal focusing on reforming TVET in ECOWAS Member States. This was examined by education experts preparatory to the 2<sup>nd</sup> Conference of ECOWAS Education Ministers held in Accra, Ghana, January 2004.

<sup>1</sup> ECOWAS Member States are: Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Togo



This project will lead to improved access to TVET, especially for women and girls. The project will help improve the quality of delivery of TVET in the sub-region, enhance the internal and external efficiency of the TVET delivery systems, build capacity in areas of TVET teacher quantity and quality and promote the establishment of TVET Centres of Excellence.

In order to achieve these objectives, the project will focus on:

- >> TVET Policy Reforms;
- >> Enhancing Access to Quality TVET;
- >> TVET Curriculum Review and Quality Assurance;
- >> Upgrading TVET Teacher Knowledge and Skills.

Furthermore, taking into consideration the situation in the Member States, the implementation arrangement will seek:

- >> To work within a framework of government ownership and leadership of the whole reform process, with the ultimate outcome linked to realistic resources as are available in each ECOWAS Member State;
- >> To use and strengthen as far as possible existing institutional arrangements and to work through existing organisation structures;

- >> To emphasise within-country strategic inter-ministerial linkages with bodies such as the Ministries concerned with Education, Women and Youth Affairs, Labour and Productivity.

Consequently, the strategies to be adopted in the implementation of the project will be:

- >> TVET policy reform/renewal, to provide a framework for TVET;
- >> Establishment of TVET Centres of Excellence at secondary and post-secondary levels;
- >> Capacity-building for staff, such as TVET teachers, laboratory/workshop assistants, TVET policy-makers and planners;
- >> Advocacy to promote TVET in the sub-region and to gain interest from potential donors including the private sector;
- >> Curriculum reviews to adapt the curricula to present needs, including skills such as entrepreneurial skills, creativity, team and communication skills; and
- >> Life-long learning at different levels so that more students can opt to undertake further study after senior secondary school. Higher education institutions should therefore be strengthened and adequately equipped with a view to accepting people of various backgrounds throughout their lives.



Mr Parsuramen, Director, UNESCO Office Dakar (right), Mr Olayode, Consultant, UNESCO Office Dakar (centre) and Mr Ismaila, Nigeria (left) at the 2<sup>nd</sup> Conference of ECOWAS Education Ministers at Accra, Ghana, January 2004

The conclusion to be drawn from this experience is for Member States to recognise the urgent need to reposition TVET within education systems in the sub-region with a view to improving it and giving it a greater priority. There must be attitudinal and operational shifts and commitments in the ECOWAS Member States to reform and promote the TVET system for national development as well as to translate policies into concrete actions. Otherwise this elaborated project may not achieve its objectives.

**More information**  
Tunde Olayode, Consultant, Section for STV, UNESCO Office Dakar, t.olayode@unesco.org

## Reflections on Cooperation in West Africa

**D**r. Mohamed Lemine Ould Mohamed Mahmoud is Director at the *Centre Supérieure d'Enseignement Technique (C.S.E.T.)* in Nouakchott, Mauritania, which is also the Mauritanian UNEVOC Centre. In May 2002 he participated in a workshop on sub-regional cooperation in TVET in West Africa. This workshop had been organised by the UNESCO-UNEVOC International Centre, in cooperation with the ILO (see UNESCO-UNEVOC Bulletin 4 from July 2002). In this article he indicates the fields in TVET which should be addressed jointly by West African countries:

The analysis of the situation of TVET in our West African sub-region raises a number of issues to be reflected upon, which I enumerate below and which should permit us to develop an effective joint strategy:

### Development of Alternating Training

In many countries, particularly in the West African sub-region, technical and vocational education and training is completed in companies, but still in a timid way. How could this system be developed in each country and even between different states of the sub-region? The German dual system is, from the point of view of many observers, one of the best solutions to this problem. However, implementation is certainly difficult in our case, so how can we come closer to each other?

### School-to-Work Transition

We should start by defining the concept of school-to-work transition and formulate a common methodology for the sub-region, and elaborate a questionnaire, which would allow us to trace the graduates, and establish a strategy for their employment in companies.

### Ways of Financing the TVET System

In most countries of the sub-region, the questions relating to the efficiency (both internal and

external) of TVET programmes create problems related to their high costs, their relevance for work and the lack of up-to-date equipment in a continuously changing world. They demand instructions of how to fix performance-related objectives for the programmes and how to accept common indicators which reflect the link between the outcomes of these programmes on the one hand and the needs of the labour market on the other hand.

### Sub-Regional Cooperation in TVET

We should create an appropriate framework for sub-regional cooperation in TVET which puts a particular accent on staff exchange among West African countries, thereby reinforcing the present UNEVOC Network and putting in place TVET-specific structures to:

- >> Collect and disseminate information on competences and create a database of resources available in the sub-region with the help of a newsletter on TVET, specific to the sub-region;

- >> Establish active partnerships between different TVET schools which have the same orientation within the sub-region, as well as between these institutions and the world of work within a given country;
- >> Create a database on sub-regional projects;
- >> Encourage TVET schools to develop school-cooperation projects;
- >> Have the recommendations of the Second Congress on TVET in Seoul (1999) available and disseminate them widely.

#### Initial and Continuous Training of Trainers

This topic requires a lot of concerted effort in order to arrive at a strategy applicable to each country, because this is the driving force on which depends the success of all activities in TVET. The motivation of trainers, their career paths, their career aspirations, their involvement with the institution's project etc. need to take stock of available experiences.

#### Identification of models of Training and Employment

Surveys should be carried out with professionals in the formal and in the informal sectors. A practical guide with experiences and appropriate strategies should be elaborated.

#### The Relation Between Training and Employment

In order to identify training needs and improve the adaptation of training to the labour market, a sub-regional profile of appropriate companies should be created and a guide concerning possible internships should be elaborated. The twinning of TVET structures in order to improve exchanges and experiences and to create a dynamic for sub-regional cooperation, should also be encouraged.

#### Sub-Regional Action Plans

Given the diversity of problems, and the means which the states of our sub-region have at their disposal to face these problems, there are some fundamental questions, namely:

How can the quality of education and training be improved, and how can the needs of the econ-

omy be addressed more efficiently?

How can the training systems be adapted to the changing and often unforeseen needs of the labour market?

How can the performance of these systems be improved, although the funds devoted by the different states are often not sufficient?

I suggest that during the next expert meeting these priority topics, which really take into account the concerns of people and public authorities about the future, should be exactly defined, because our societies are undergoing deep economic, social and cultural changes.

#### More information

Dr. Mohamed Lemine Ould Mohamed Mahmoud, Director, Centre Supérieur d'Enseignement Technique (C.S.E.T.), Nouakchott, Mauritania, [mlemine@univ-nkc.mr](mailto:mlemine@univ-nkc.mr)

## > Education for All <

### EFA Skills Development to Address the Excluded

As part of UNESCO support for the follow-up to the Dakar World Education Forum in 2000, UNESCO's Section for Technical and Vocational Education and the International Institute for Educational Planning (IIEP) launched a project last year which aims to assist selected least developed countries – namely Lao People's Democratic Republic, Mali, Nepal and Senegal – in developing a skills development component within their Education for All (EFA) National Action Plan.

An inter-regional seminar was held at the IIEP in January 2004 to share the findings of the studies undertaken in these four countries to review the existing skills training policies and programmes

for disadvantaged groups. In addition to the target countries, the meeting brought together representatives from three other developing countries and some bilateral and multilateral development partners. This group discussed the relevance of the approach adopted for other countries and possible strategies to mobilise national and international partners for supporting skills development initiatives within the EFA framework.

The results of the studies and discussions that took place during the seminar made it clear that in most countries at present there is still very limited emphasis on skills development within the EFA Action Plans. However, the rationale for targeting policies in this area seems to be widely accepted in the context of EFA. Skills development for the disadvantaged suffers from a lack of information, fragmented provision, and insufficient funds being allocated in national budgets. Yet, in the four pilot countries the project contributed to the identification of some guiding

principles and priority areas for further intervention. Examples are better linkages with other development frameworks, partnerships with civil society organisations involving the poor, increased attention to the needs of rural people, recognition of innovative initiatives in the informal sector, and repositioning technical and vocational education and training to better accommodate the needs of the excluded.

#### More information

Miki Nozawa, Assistant Programme Specialist, Section for TVE, UNESCO Headquarters Paris, [M.Nozawa@unesco.org](mailto:M.Nozawa@unesco.org) or David Atchoarena, Programme Specialist, International Institute for Educational Planning (IIEP) Paris, [D.Atchoarena@iiep.unesco.org](mailto:D.Atchoarena@iiep.unesco.org)

## > TVET Reform <

### TVET Reform in the Knowledge Economy

The position of Technical and Vocational Education and Training (TVET) in the knowledge economy, with regard to globalisation and training for the informal sector, were among the many issues discussed at an international conference on 'Technical Education and Vocational Training Reform in the Knowledge Economy: Challenges and Opportunities at the Secondary Level' which took place in Sèvres (near

Paris) in December 2003.

Organised by the Centre international d'études pédagogiques and the World Bank, the conference was the successful result of wider cooperation involving the European Training Foundation (ETF), UNESCO and the French Ministries of Youth, National Education and Research and of Foreign Affairs.

The conference brought together around 150 participants from approximately 30 countries in all regions of the globe. Many political figures responsible for education reform in their countries were present, along with experts and officials of international organisations working on international aid and development programmes.

The European Training Foundation – the European Union’s centre of expertise on vocational education and training in the acceding and candidate countries, the Mediterranean Region, the Western Balkans and Eastern Europe and Central Asia – was actively involved in the organisation of the event. ETF Director, Peter de Rooij, gave one of the keynote speeches while other ETF experts gave presentations on matters linking issues raised during the conference with the situation in several ETF partner countries in which the modernisation and transformation of secondary technical education is a pressing concern. After three days of workshops and debates, some concrete conclusions were reached and steps for the future tentatively put in place.

The impact of globalisation is different for countries with different levels of economic performance. Currently, at the global level, about 30

countries are experiencing high economic growth while 100 are experiencing low growth and so very different approaches regarding the reform of TVET are necessary in these countries.

Before embarking on reform, it is necessary to take certain factors into account, in particular the local political and economic contexts. Lessons should be learned from reforms in other high and low-growth countries; and the secondary education system should also be considered.

The whole TVET reform financing system should be looked at in greater detail. It is essential to consider together both public and private sources of funding and to choose reform strategies which use available funds as efficiently as possible.

For the future, pilot projects on the informal sector should be defined, discussions on TVET reform extended, more networks established for



Mr. Peter de Rooij, Director, ETF giving a keynote speech

the exchange of best practice and donors should be encouraged to look at national feedback and build long-term partnerships based on performance.

#### More information

Andrew Martin, External Communication Officer, ETF, [Andrew.Martin@etf.eu.int](mailto:Andrew.Martin@etf.eu.int)

## ► Inside UNESCO-UNEVOC International Centre ◀

### Visitors to the Centre

#### October 2003

Visit of students from the **UN Work Group** of the University of Dresden, Germany

#### November 2003

Visit of a **delegation from Malawi**

**Dr. Ron Hansen**, Professor, University of Western Ontario, Canada

Visit of a **delegation from Afghanistan**

**A group of international experts** met in the Centre to discuss the further development of the UNEVOC Network (see article in this Bulletin ‘Strengthening the Worldwide UNEVOC Network’)

#### December 2003

**Dr. Ron Hansen**, Professor, University of Western Ontario, Canada

**Dr. Paul Vlek**, Professor, Director, Center for Development Research (ZEF Bonn), University of Bonn, Germany

**Dr. Dipl.-Ing. Ludger Deitmer**, Institut Technik und Bildung (ITB), University of Bremen, Germany

**Dr. med. Winrich Breipohl**, Professor, Department for International Medical Education and Development, Bonn, Germany

**Dr. Bashir Lagah**, Secretary-General, National Commission for UNESCO of the Libyan Arab Jamahiriya and **Ismail Tellawi**, Assistant Secretary-General, Palestinian National Commission for Education, Culture and Science

**Dr. Eng. Tetsuya Kimura**, Associate Professor, Dept. of Mechanical Engineering and **Dr. Eng. Maomi Ueno**, Associate Professor, Department of Management and Information Systems Science, Nagaoka University of Technology, Japan

#### January 2004

**Mr. Andreas Kroemer**, Manager, Public Relations, Adam Opel AG, Germany

#### February 2004

**Wataru Iwamoto**, Director, Division for Secondary, Technical and Vocational Education and **Mohan Perera**, Chief, Section for TVE, UNESCO Headquarters Paris, France

**Mr. Philipp Grollmann** and **Dr. Felix Rauner**, ITB, Universität Bremen, Germany

**A group of international experts** discussing TVET for Sustainable Development (see Editorial of this Bulletin)

### March 2004

**Dr. Nestor Balmores**, formerly ‘Oil-For-Food Programme’

**Mr. Michel Lokhorst**, Kluwer, the Netherlands; **Dr. Dipl.-Ing. Ludger Deitmer**, Institut Technik und Bildung (ITB), University of Bremen, Germany and **Dr. Jittie Brandsma**, University of Twente, the Netherlands

**Mr. Heiko Faehnel**, Head of Division, Education; Health; Population Policy and **Dr. Stefan Lock**, Programme Officer, Federal Ministry for Economic Cooperation and Development, Germany

**A group of visitors** joined the Outreach Programme for a presentation by **Dr Nestor Balmores** (see UNEVOC Forum attached to this Bulletin)

**Dr. Liu Jinghui**, Counsellor and **Mr. Li Ligui**, Secretary, Embassy of China, Berlin, Germany

**Dr.-Ing. Joachim Dittrich**, Department for Work Process and Vocational Education and **Dr. Felix Rauner**, Institut Technik und Bildung (ITB), Universität Bremen

**Dr. Eng. Tetsuya Kimura**, Associate Professor, Department of Mechanical Engineering, Nagaoka University of Technology, Japan

## > Forthcoming Training Courses <

### 'Conception et développement de médias et environnements de formation'

14-25 June 2004; Turin, Italy; language: French<sup>1</sup>

### 'Competency-based training of trainers'

September 2004; distance learning; language: English<sup>1</sup>

### 'Formación de formadores por competencias'

September 2004; distance learning; language: Spanish<sup>1</sup>

### 'Gestión de la calidad en las instituciones de educación y formación profesional: correlación entre las normas ISO y las normas de competencia laboral'

27 September-08 October; Turin, Italy and Madrid, Spain; language: Spanish<sup>2</sup>

### 'Designing competency-based training programmes'

18-22 October 2004; Bangkok, Thailand; language: English<sup>1</sup>

### 'Informação sobre o mercado de trabalho e gestão de sistemas de educação profissional'

18-29 October 2004; Turin, Italy and Lisbon, Portugal; language: Portuguese<sup>2</sup>

### 'Evaluar el logro individual de competencias'

25-29 October 2004; Santo Domingo, Dominican Republic; language: Spanish<sup>1</sup>

### 'Learning media design and development'

15-26 November; Bangkok, Thailand; language: English<sup>1</sup>

### 'Concepção de programas de formação baseados em competências'

15-26 November 2004; Turin, Italy; language: Portuguese<sup>1</sup>

### 'Evaluación de impacto de programas de educación profesional'

22 November-03 December 2004, Turin, Italy; language: Spanish<sup>2</sup>

#### More information

<sup>1</sup> Tel.: [+39] (011) 6936 391, fax [+39] (011) 6936 469, email: delta@itcilo.it

<sup>2</sup> Tel.: [+39] (011) 6936 757, fax [+39] (011) 6936 451, email: emp@itcilo.it

www.itcilo.it



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Alessandra Faria de Britto  
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Ed. CNPq/IBICT/UNESCO - 9º andar  
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Tel.: [+55] (61) 2106 3564, Fax: [+55] (61) 322 4261  
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## > Publications <



### 'Education for rural development. Towards new policy responses';

a joint study conducted by FAO and UNESCO; can be downloaded at [www.fao.org/sd/2003/KN12033\\_en.htm](http://www.fao.org/sd/2003/KN12033_en.htm) (publications section) or ordered at [information@iiep.unesco.org](mailto:information@iiep.unesco.org)



### 'Learning to Last. Skills, Sustainability and Strategy';

Judith Cohen and Simon James with John Blewitt (eds.); Learning and Skills Development Agency; 2002; English; ISBN 1 85338 793 2



### 'Skills to Last. Broadly Transferable Sustainable Development Skills for the Canadian Workforce';

Chris Chinien; National Centre for Workforce Development, Canada; 2003; English; can be downloaded from [www.unevoc.unesco.org/sustainable](http://www.unevoc.unesco.org/sustainable) (click 'Documents and Websites')

#### More information

For further publications in the area of **TVET for Sustainable Development** you may refer to the following website, which is permanently updated: [www.unevoc.unesco.org/sustainable](http://www.unevoc.unesco.org/sustainable) (click 'Documents and Websites')

## > Forthcoming Events <

### Third Pan-Commonwealth Forum on Open Learning



**Date:** 4-8 July 2004, Dunedin, New Zealand; Language: English

**Organisers:** The Commonwealth of Learning and the Distance Education Association of New Zealand

**Information:** [www.col.org/pcf3](http://www.col.org/pcf3)

### IVETA Vienna 2004 TVET Conference



**Date:** 25-27 August 2004, Vienna, Austria; Language: English

**Organisers:** International Vocational Education and Training Association (IVETA)

**Information:** [www.lvetaVienna2004.info](http://www.lvetaVienna2004.info)

### Youth Employment Summit: Creating Value for Youth



**Date:** 4-8 October 2004, Boca del Rio, Veracruz, Mexico; Language: English

**Organiser:** Youth Employment Summit Campaign in cooperation with YES Mexico Secretariat

**Information:** [www.yesweb.org/mexico/](http://www.yesweb.org/mexico/)

#### More information

An updated list of forthcoming events can be found at [www.unevoc.unesco.org/events](http://www.unevoc.unesco.org/events)