



UNEVOC

INTERNATIONAL CENTRE
for Technical and Vocational
Education and Training

UNESCO-UNEVOC Bulletin

> Editorial <

Follow-up to the 2004 Experts Meeting in Bonn

The International Experts Meeting "Learning for Work, Citizenship and Sustainability", organised by UNESCO in co-operation with the German Federal Ministry for Education and Research (BMBF), and hosted in Bonn (25-28 October, 2004), was a resounding success. Over 120 experts in the field of technical and vocational education and training, from around the world, participated in the meeting.

The purpose of the 2004 Bonn meeting was twofold: to take stock of developments in TVET since the 1999 Seoul Congress, with particular reference to assessing the extent to which recommendations arising out of the Seoul meeting have been implemented; and, second, to examine how TVET systems may be orientated to contribute to sustainable development.

Participants developed a Bonn Declaration which summarises the main deliberations and outcomes of the meeting. In this Declaration (a copy of which appears as an insert to this issue of the Bulletin, and which can also be downloaded from the UNESCO-UNEVOC website at www.unevoc.unesco.org), participants noted that "since education is considered the key to effective development strategies, technical and vocational education and training must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development."

The meeting also developed "Suggestions to UNESCO for Action Planning in TVET for Sustainable Development", with regard to the United

Nations Decade of Education for Sustainable Development (ESD), for which UNESCO is the Lead Agency. The Decade of ESD was launched at UN Headquarters in New York on 1 March 2005. A copy of the Action Plan can be viewed at the UNESCO-UNEVOC website.

As a follow-up to the 2004 Bonn Conference, the Bonn Centre is currently organising a number of programme activities which support the Orientation of TVET for Sustainable Development. These include:

- >> Sub-regional meetings of UNEVOC Centres in various parts of the world to explore most effective ways of orientating TVET concerning education for the world of work and sustainable development.
- >> A special issue of PROSPECTS, the quarterly review of comparative education published in six languages by the UNESCO International Bureau of Education, will be devoted to examining "TVET for Sustainable Development: Issues, Concerns and Prospects." The issue will be guest edited by the UNESCO-UNEVOC International Centre and the Section for TVE, UNESCO Paris.

- >> A discussion paper on "Orientating TVET for Sustainable Development", will be published in the UNESCO-UNEVOC Discussion Paper Series on Key Developments in TVET.



From left to right: His Excellency Hans-Heinrich Wrede, Chairman of the Executive Board of UNESCO, Ms Edelgard Bulmahn, German Federal Minister of Education and Research, and Mr Koichiro Matsuura, Director-General of UNESCO

- >> The Bonn Centre is preparing a book of readings on "Orientating TVET for Sustainable Development: Research, Policy and Practice", which will bring together chapters written by researchers, policy-makers and practitioners working at the cutting edge of developments in this area. The book will be published by Springer Publishers (the Netherlands) as part of the "UNEVOC International Library of Technical and Vocational Education and Training".

We invite readers to contribute reports and case studies on activities occurring at the grassroots level concerning TVET programmes in support of sustainable development, for publication in future issues of the UNESCO-UNEVOC Bulletin.

More information

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A New Human-centred Paradigm of TVET

The UNESCO International Experts Meeting on "Learning for Work, Citizenship and Sustainability" (Bonn, October 25-28, 2004) considered how countries can respond to the challenge identified at the 1999 Seoul Congress to re-orient TVET so that it reflects "a new human-centred development paradigm", and an approach to development that encourages not just economic growth for its own sake but a paradigm of development based upon environmentally sound development, social cohesion, a culture of peace, and international citizenship.

The challenges of reorienting TVET towards conserving and building natural and social capital – as well as human and economic capital – were at the forefront of all the presentations, panel discussions and group deliberations at the meeting in Bonn. This point was graphically made by Dr Lourdes Quisumbing, a former Secretary of Education, Sports and Culture in the Republic of the Philippines, when she noted in her Keynote Presentation that:

"... while education is a key to any development strategy, TVE is the master key that can transform the world of work and the economy, alleviate poverty, save the environment, and improve the quality of life".

One idea was central at the Bonn meeting: that the skills, aptitudes and attitudes we have used to industrialise the Earth are not necessarily the same as those we need to heal the Earth, eradicate poverty and build durable economies and healthy communities.

Resolving the great challenges we face, as we seek to achieve sustainable development, requires us to reconsider the purposes, substance and processes of TVET. The focus of the Bonn meeting, on practical ways forward, means that, if Seoul represented a paradigm shift in TVET philosophy, Bonn represents a "working out" of the detail – that is, the paradigm in practice.

The details of a practical way forward focus on at least six important elements:

1. Sustainable livelihoods
2. Rural development
3. Values education
4. TVET and basic and general education
5. Sustainability
6. Importance of partnerships.

>> **Element 1** was an affirmation that TVET plays a key role in economic development by develop-



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ing skills and aptitudes for the world of work. TVET for economic livelihoods is necessary, but not sufficient. It was agreed that we need to see the three components of sustainability – the economic, the social and the environmental – as integrated. Not balanced, but integrated. Those societies that have prioritised economic development above all else might seem to have great breakthroughs in technology and in levels of consumption but also great breakdowns in environmental health, community vitality and the human spirit.

This means that we need to emphasise TVET for sustainable livelihoods – not only for economic livelihoods. Increased collaboration is being sought between UNESCO, ILO, FAO and the other partner agencies who have been pioneering the concept of sustainable livelihoods and stressing capacity building and training to achieve this.

>> **Element 2** relates to TVET for rural transformation. In spite of rapid urbanisation, three billion people – or 60 per cent of the population in developing countries, which is half the world's population – still live in rural areas. Three-quarters of the world's working poor (that is, those earning less than a dollar a day) live in the countryside. Today more than ever before, education, especially TVET, is the key to rural transformation.

TVET is essential to the economic, cultural and ecological vitality of rural areas and communities. Not a single one of the Millennium Development Goals will be achieved without giving special attention to TVET for rural people. News of the UNESCO-FAO Flagship Programme on Education for Rural People was received with great enthusiasm and many at the Bonn meeting spoke of the need to expand this initiative.

>> The **third element** of the new paradigm of TVET is values education. The theme of the Bonn meeting, "Learning for Work, Citizenship and Sustain-

ability", emphasised that fact. This was an important outcome of Seoul, of course, but in Bonn, we began to detail what the important values actually are. We saw these values in the characteristics of a sustainable future society – which was described by Dr Quisumbing as "a planet Earth which is sustainable, the provision of basic shelter and health care, for all, social justice, respect and appreciation of diversity, participatory democracy and caring and compassionate relationships that lead to peace".

>> **Element 4** relates to the question of the relationship between TVET and general and basic education. On one level, there was a tension in the discussion in Bonn between the technical and the humanistic perspectives in TVET. If we don't have the skills to earn a living, all the humanistic values in the world will not enable us to fulfil our responsibilities to ourselves, our families and our communities. As a modern variation of the old Chinese proverb puts it: It is more important to be taught how to fish than to be given a free fillet-o-fish dinner! The technical perspective needs to be complemented with the humanistic one that underlines the role of TVET as a central feature of basic and general education.

>> **Element 5**: A focus on the interlocking nature of the three dimensions of sustainability brings new opportunities to focus on key areas such as TVET in relation to HIV/AIDS in the workplace, cultural tolerance, sustainable production and consumption – focussing on innovation, assessing and managing risk, making and managing one's own job, etc.

All these are important dimensions of TVET and sustainability, and may be integrated as stand-alone courses or infused in general and industry-specific courses. They also remind us that it is not just a matter of integrating sustainability into existing occupations, such as the importance of tree planting as a foundation for carpentry and carefully disposing of chemicals in hairdressing and oil in motor mechanics. They also remind us of the many new jobs being created in sustainability industries, such as: environmental care and recycling, solar and other renewable energy generation, and micro-hydro development and repair.

>> Finally, **Element 6** refers to the importance of partnerships. Reorienting TVET towards work, citizenship and sustainability will require great effort. We are fortunate in that we do not have to walk the path alone. We saw at the Bonn meeting that partnerships are the key to success. We were a meeting of TVET administrators, teachers, researchers and policy-makers, of international and non-governmental organisations, business, government and youth. Our success was the result of our combined wisdom and spirit of collaboration. Moving forward in TVET will require us to maintain the partnership spirit.

In the spirit of enhancing and expanding our network of partnerships, participants at the International Experts Meeting in Bonn prepared the Bonn Declaration and a set of suggestions for UNESCO in developing an Action Plan for TVET for the Decade of Education for Sustainable Development.

With the Decade of Education for Sustainable Development beginning in 2005, the Bonn meeting concluded with an inspiring paragraph from the International Implementation Scheme that was approved by the General Assembly in New York in 2004:

"There can be few more pressing and critical goals for the future of humankind than to ensure steady improvement in the quality of life for this and future generations, in a way that respects our common heritage – the planet we live on.

As people we seek positive change for ourselves, our children and grandchildren; we must do this in ways that respect the right of all to do so. To do this, we must learn constantly, about ourselves, our potential, our limitations, our relationships, our society, our environment, our world. Education for sustainable development is a life-wide and lifelong endeavour which challenges individu-

als, institutions and societies to view tomorrow as a day that belongs to all of us, or it will not belong to anyone".

More information

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> Viewpoints on the 2004 Meeting in Bonn <

Message from the Elected President

As the President elected to preside our deliberations at the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability" (Bonn, October 2004), I wish to identify several important issues arising at the Meeting:

1. The meeting gave us an opportunity to look back on the progress made in UNESCO member countries following the recommendations of the 1999 Seoul Congress. We were able to confirm that a number of countries have achieved considerable progress in a very systematic and concrete manner.
2. Learning activity is regarded as more than just a means of managing individuals' working lives. It is now discussed with reference to citizenship and sustainability. It was convincingly argued that technical and

vocational education and training is a master key to achieving economic and social development, and is essential not only in finding solutions to environmental problems, but also in securing world peace.

3. From the enthusiastic participation of representatives from major United Nations international agencies and non-government organisations, and from countries around the globe, participants could sense the urgent need to build a network between regions as well as the need to promote the activities of the existing ones. Such a networking could be the key to resolving North-South and South-South issues.

Considering that international meetings of a similar nature and scale as the Bonn meeting do not take place very often, the developed countries should turn such gatherings into an opportunity for close co-operation with developing or underdeveloped countries to achieve sustainable development. The intense and lively discussions observed during the Bonn meeting affirm that there is high potential for such a successful collaboration.



More information

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UNESCO TVET Programmes to Promote Sustainable Development

The Bonn Declaration calls on all TVET stakeholders to adopt a broader perspective for this branch of education, in order to align it more closely with human-centred sustainable development. The 122 technical experts from around the world who framed the Declaration stressed that since the major portion of the global workforce consists of industrial and agricultural workers who have received some form of TVET, it is imperative that their learning and training prepares them to contribute to sustainable development. The Bonn Declaration was among the documents disseminated at the launch of the United Nations Decade of Education for Sustainable Development in New York on 1 March 2005.

UNESCO's programme in technical and vocational education will promote the implementation of the tenets of the Bonn Declaration in national TVET systems. For instance, the issue of poverty will be addressed by encouraging countries to include age appropriate "livelihood skills" development in basic education, so that the young people emerging from these programmes will be better equipped for work. Increasing numbers of girls and marginalised groups should be prepared for the world of work, particularly through enhanced access to learning and training programmes, both formal and non-formal.

These programmes are likely to be most effective when they are augmented with entrepreneurship training, so that learners are empowered for example to set up their own small businesses. National TVET programmes are also encouraged to increase their involvement in "sus-

tainability industries" such as environment conservation, cultural heritage site preservation and renewable energy generation. These industries are thought to hold considerable potential for work, for both urban and rural communities.

UNESCO will vigorously promote the concept of TVET for sustainable development through a series of activities that will include disseminating the Bonn Declaration widely, as well as publishing a series of briefing documents on selected sustainability themes for education policy-makers.

More information

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TVET and Sustainable Development in the African Region

The International Experts Meeting in Bonn was a great opportunity for TVET specialists from different organisations to meet, discuss, share and learn from each other's experiences, as well as to establish and promote networking among the 122 technical experts from Member States, inter-governmental and non-governmental organisations and industry, who participated in the meeting.

At this major meeting, strategies that can be adopted to achieve sustainable development, and improve the effectiveness of the link between TVET and sustainable development, were shared.

Those like myself who did not attend the Seoul Congress in 1999 benefited a lot from the Bonn experience since it enhanced our vision of the

future of TVET as one key solution to help alleviate poverty, promote peace, preserve the environment, raise the quality of life for all and lead to sustainable labour forces.

The Bonn meeting gave me valuable resources to help the African sub-Saharan region attain productive livelihoods and social cohesion. Being well versed with the African educational context, I am now better equipped to create opportunities for young people and adults to become lifelong learners.

The meeting in Bonn has helped me bolster my determination to find appropriate solutions to the key issues related to TVET and sustainable development in the African region.

More information

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Benefits and Lessons for the Asia-Pacific Region

A number of TVET experts and leaders of UNEVOC Centres from the Asia and Pacific Region participated in the Experts Meeting in Bonn. Most of the leaders of UNEVOC Centres also attended a meeting on the UNEVOC Network (at the UNESCO-UNEVOC International Centre) that followed the Experts Meeting.

Existing efforts at fostering intra-regional cooperation and raising the profile of UNEVOC Centres were strengthened, while the gathering on the UNEVOC Network contributed to sharpening the focus on UNEVOC activities past and present.



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Also boosted by the meeting, because of the presence of senior officials of different UN agencies, were current endeavours to strengthen inter-agency partnerships in support of the work of the UNESCO-UNEVOC International Centre to upgrade TVET in UNESCO Member States.

No less notable was the heightened interest that was generated among some participants from the Asia and Pacific region on the subject of TVET

and sustainability development. The interest showed itself in part in the enthusiastic suggestions to hold departmental meetings to share the outputs of the meeting with their colleagues upon return to their countries.

TVET experts, leaders of UNEVOC Centres, and specialists should have found the Seoul + 5 Meeting in Bonn very helpful. Its overall results should facilitate efforts to incorporate sustainability issues in TVET programmes.

More information

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Regional Perspectives from the Arab States

The Arab States, like other regions of the world, have been part of the global effort to formulate strategies and actions for the UN Decade of Education for Sustainable Development, for which UNESCO is lead agency.

For UNEVOC Centres in the Arab Region, making TVET a priority within national and regional agendas is not an easy task. Several countries in the region are affected by wars and internal conflicts such as Iraq, Sudan and the Palestinian territories.

At the Bonn meeting, key officials from Bahrain, Saudi Arabia, Yemen and the Palestinian Authority shared experiences and highlighted the role of TVET in Sustainable Development. Dr Salah Al-Zaro,

Director-General of Vocational Training at the Palestinian Ministry of Labour, shared with the participants how vocational training was conducted in Palestinian villages and towns. He pointed out that at certain times it is difficult for the trainers and instructors to be with their students. In addition, many training centres are in need of basic equipment and materials to facilitate effective skills development to enhance sectors of the economy which are badly affected by war and conflicts between Israel and the Palestinians.



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Learning Beyond Literacy

What was most significant about the UNESCO meeting in Bonn was its emphasis on TVET as an integral element of education broadly conceived and an inseparable component of effective human development strategies.

In highlighting the education of adults and youth, including those who are out of school, the meeting made it clear that for poor nations to achieve sustaining growth, in parallel with industrialised countries, developing nations need to secure access to life-wide and lifelong learning. They must establish learning opportunities for all ages in many and varied settings.



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Sustainable learning, for its part, means learning beyond literacy. It means giving people the ability to contribute constructively to public decisions affecting their daily lives. Whether about economic or environmental matters, this entails helping people be informed both locally and in their relationships to wider global influences, as well as assisting them in updating their knowledge and skills.

Along with appropriate lifelong learning policies, sustainable learning requires promoting learning environments which foster the awareness among learners of their innate productive potential. It requires motivating them to seek their own goals and to master skills and strengthen their autonomy, self-confidence, and professional and social development.

More information

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The UNEVOC Centres Network Meeting

Approximately one third of participants at the International Experts Meeting in Bonn were representatives from UNEVOC Centres. In order to benefit from the presence of such a large group from the UNEVOC Network, the UNESCO-UNEVOC International Centre organised a one day UNEVOC Centres Network Meeting to discuss the possibility for individual or institutional contributions to TVET for sustainable development. The meeting was also open to interested experts from potential future Candidate UNEVOC Centres. Thirty persons participated in this meeting.

When participants were asked how they would judge the contribution of their country's TVET system to sustainable development, it became clear that sustainable development is not yet a major consideration in the planning and implementation of TVET in many countries. The aim

of the UNEVOC Centres Network Meeting was to take a first step towards changing this situation.

It also became clear that such a change would not occur without the active participation of all members of society (in general) and TVET policy-makers and practitioners (in particular). Participants at the UNEVOC Network Meeting were encouraged to see themselves as agents of change in this process. Participants elaborated individual project proposals in support of achieving TVET for Sustainable Development, for co-operation among UNEVOC Centres, in the following main areas:

- >> Legislation and political mobilisation;
- >> Human resources development;
- >> Curriculum development and research.



Participants at the UNEVOC Centres Network Meeting, October 2004

These proposals will be revised and serve as a useful basis for the participants concerned to co-operate with each other with the aim of redirecting their TVET systems in such a way that they will contribute most effectively to sustainable development.

More information

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> Regional UNEVOC Meetings <

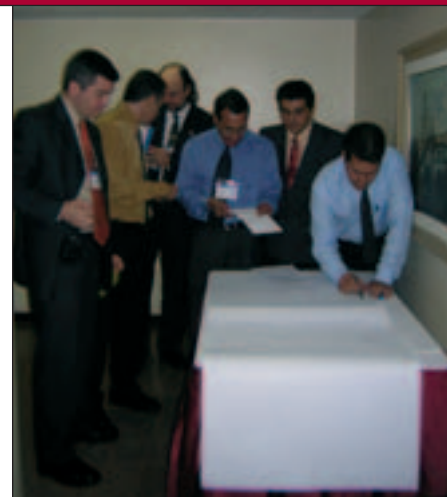
Regional Meeting of Latin American UNEVOC Centres Brasilia, 30 August – 1 September 2004

In 2003, the UNESCO-UNEVOC International Centre conducted a study to investigate the extent of regional co-operation in the field of TVET in Latin America and the Caribbean. The study showed that the UNEVOC Network has been under-utilised in the region. It was therefore considered necessary to organise a workshop, with representatives of Latin American UNEVOC Centres, to inform them about the

UNEVOC Network and to strengthen regional contacts.

The meeting was jointly organised with UNESCO Brazil, in co-operation with the UNESCO Regional Office for Education in Latin America and the Caribbean (OREALC) and the ILO Inter-American Research and Documentation Centre on Vocational Training (CINTERFOR), and with support from the Brazilian Ministry of Education.

The purpose of the meeting was to bring together TVET experts from UNEVOC Centres from across the region to discuss the following topics:



Working group discussion

- >> Common challenges and possibilities for regional co-operation in TVET;
- >> Implementation of the UNESCO and ILO Recommendations on Technical and Vocational Education and Training for the Twenty-first Century; and
- >> Ways of most effectively strengthening and upgrading the UNEVOC Network in Latin America, in both quantitative and qualitative terms.

A detailed report (in Spanish) is available on the Centre's web pages at: www.unevoc.unesco.org

This meeting of UNEVOC Centres was immediately followed by the Second Regional Meeting on Technical and Vocational Education (Brasilia, 3-4 September 2004) organised by OREALC. The objective of the OREALC meeting was to analyse progress made since the First Regional Meeting on Technical and Vocational Education (Santiago de Chile, September 2003). More information can be found on the OREALC website at: www.unesco.cl

More information

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Skills Development for Employability and Citizenship: the Southeast European Experience within a Global Context Vienna, 21-24 November 2004

The transition from a centrally planned to a market economy is a major challenge for many countries in Southeast Europe (SEE), especially for those in a post-conflict situation. It is essential that education for the world of work and skills development for employability and citizenship are addressed to meet this challenge.

With this in mind, the meeting in Vienna was jointly organised by the UNESCO-UNEVOC International Centre, the Education Sector in UNESCO Headquarters and the Austrian National Commission for UNESCO.

The meeting focussed on identifying best ways of meeting the needs of South East European

countries in the context of the EFA objectives and UNESCO's strategic approach on strengthening co-operation in these countries. The meeting confirmed that the foundation for sustainable peace and development in the region cannot be based on political settlements and economic considerations alone. The empowerment of citizens to become active and participating members of their societies is also a prerequisite for the peaceful development of the region. As a result, the meeting also examined the notion of skills development for citizenship as well as employability.

While the focus was on SEE, other transition economies such as Latvia, Poland and the Czech Republic also participated. In order to provide a

more global context, there were presentations on skills development in the Arab States, Asia and the Pacific and the European Union, which examined the notion of promoting a "dialogue between different cultures" with regard to skills development for employability and citizenship.

The UNESCO-UNEVOC International Centre discussed plans for the future development of the UNEVOC Network in transition countries, with representatives of UNEVOC Centres and Candidate UNEVOC Centres, particularly from SEE.

More information

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> Inside UNESCO-UNEVOC International Centre <

Visitors to the Centre

October 2003

Mr Alastair Machin, Co-ordinator, Technical Education and Vocational Training Project, Mozambique

August 2004

A delegation of TVET Directors from Saudi Arabia (accompanied by Mrs. Barth, Capacity Building International (InWent), Germany)

September 2004

Ms Young Hyun Lee, Research Fellow, and Ms Dong-Im Lee, Research Fellow, Korea Research Institute for Vocational Education and Training (KRIVET)

Mr Axel Leroy, Bau-Medien-Zentrum GmbH & Co. KG, Germany

A delegation from the Iraqi National Commission for UNESCO

October 2004

Dr Klaus Matthes, Dr Dieta Lohmann, Mr Schlicht, German Federal Ministry of Education and Research (BMBF)

36 interns from GTZ (German Agency for Technical Co-operation), Germany

November 2004

Mr Lothar M. Mikulla, Information Officer, United Nations Regional Information Centre for Western Europe, Germany

December 2004

Dr Joachim Dittrich, University of Bremen, Germany

January 2005

Dr Philipp Grollmann, University of Bremen, Germany

February 2005

Dr Michel Loots, Humanitarian Information for All, Belgium

A Thai delegation from private companies and universities

March 2005

Mr Halfdan Farstad, National Institute of Technology, Norway

Dr David Johnson, Oxford University, UK

1. Retirements

We wish to express our gratitude to the following colleagues who recently retired from the Bonn Centre. We thank them for their work in the Centre, and convey to them our best wishes and warm regards for their retirement and future plans and endeavours:

Mr Albert Koopman, Programme Specialist, retired from the Bonn Centre at the end of July 2004. Mr Koopman joined UNESCO in August 1975, first as an Associate Expert, and later as a Programme Specialist. During his long career with UNESCO Mr Koopman worked for UNESCO in Mexico, Venezuela, Libya, Jordan and (from August 2001) in Bonn. In the Bonn Centre Mr Koopman was responsible for the UNEVOC Network, and for programme activities in Asia, the Pacific, and in countries in a post-conflict situation.

Mr Hans Krönner retired from his position as Senior Programme Specialist in the Bonn Centre on 28 February 2005. Hans Krönner joined UNESCO in 1993 and was one of the founding fathers of the Centre with a high commitment to improving TVET, especially in developing countries. During his time as Chief of the UNEVOC Implementation Unit in Berlin, a Unit which existed prior to the establishment of the Bonn Centre in 2000, Mr Krönner was instrumental in establishing such important activities as the UNEVOC Network and the E-Forum.

2. New Staff

A warm welcome to Mr Efison Munjanganja, who joined the UNESCO-UNEVOC International Centre on 21 March 2005. Mr Munjanganja transferred to Bonn from the UNESCO Office in Bangkok, where he has for some years been Programme Specialist responsible for TVET matters in the Asia-Pacific Centre of Educational Innovation for Development (ACEID). In the Bonn Centre Mr Munjanganja will be Programme Specialist responsible for strengthening and upgrading the worldwide UNEVOC Network.

3. Intern

Welcome to Ms Sissy Mueller, who has recently joined the UNESCO-UNEVOC Centre as an intern, working in the Secretariat and also assisting with project implementation matters.

4. Move to other employment positions

We congratulate the following colleagues who started as interns in the Bonn Centre, and who have now moved on to take up substantive career positions in Bonn:

Ian Ponce was an intern in the Bonn Centre, sponsored by UNEVOC Canada, over the period from March to August 2003, after which he became a staff member in the Centre. Mr Ponce left the Bonn Centre on 4 March 2005 to take up another position at UNFCCC.

Jordan Wolfe was an intern in the Bonn Centre, sponsored by UNEVOC Canada, over the period from August 2003 to February 2004, after which he became a staff member in the Centre. Mr Wolfe left the Bonn Centre on 31 December 2004 to take up another position at Deutsche Post.

> Publications <



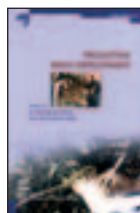
<< CRYSTAL Educational Aids CD-ROM Library 3.0

developed by the German Agency for Technical Co-operation (GTZ); a resource of learning and teaching media for those involved in the TVET process; contains a library of 346 titles; can be ordered free of charge at: crystal@gtz.de or GTZ,

Project Crystal, P.O. Box 5180, 65726 Eschborn, Germany

Promoting Skills Development >>

International Institute for Educational Planning (IIEP), Paris, France; examines skills development programmes and strategies in the Education for All (EFA) process, with special reference to Lao PDR, Mali, Nepal and Senegal; can be ordered at: information@iiep.unesco.org (ISBN 92-803-1261-8)



<< Skills Development and Productivity through Social Dialogue

S. Ian Cummings and Nicole Jecks (eds.), ILO, International Labour Office, Bangkok, Thailand; the book looks at some challenges for social dialogue on productivity and skills development among social partners in the Asia and Pacific Region; can be downloaded at:

<http://www-ilo-mirror.cornell.edu/public/english/region/asro/bangkok/library/pub12.htm>

or ordered at: libroap@ilo.org (ISBN 92-2-115777-6)



Terminology of Vocational Training Policy. A Multilingual Glossary for an Enlarged Europe >>

European Centre for the Development of Vocational Training (CEDEFOP), Thessaloniki, Greece; presents 86 widely used terms from all levels of vocational training in six languages: English, French, German, Czech, Hungarian and Polish, and provides a uniform working basis, creating the same understanding of currently widely used

concepts of vocational training policy; can be downloaded at:

http://www2.trainingvillage.gr/etv/publication/download/panorama/4030_6k.pdf or ordered free of charge at:

info@cedefop.eu.int (ISBN 92-896-0272-4)



<< The Engineering of Vocational and Technical Training

Ministry of Education, Quebec, Canada; available in English, French and Spanish; designed to support a project run by the Agence intergouvernementale de la Francophonie in the area of TVET and involving some 55 member countries of the Francophonie; provides a detailed conceptual framework for developing and reforming TVE

systems; can be downloaded at:

<http://www.inforoutefpt.org/ingenierieFPT/ingenierie.htm>



Journal of Education for International Development (JEID) >>

published by the U.S. Agency for International Development; a new online journal designed to serve education professionals working in international development worldwide; JEID is now accepting materials for its inaugural volume; call for papers and further information are available at:

www.equip123.net/jeid



> Forthcoming Training Courses <

Formación de formadores por competencias
April / May / September 2005; distance learning; language: Spanish ¹

Competency-based training of trainers
April / September 2005; distance learning; language: English ¹

Planificación y facilitación del aprendizaje presencial basado en competencias (a distancia y en presencia)
18-22 April 2005; Tegucigalpa, Honduras; language: Spanish ¹

Planning the delivery of distance learning programmes
6-10 June 2005; Turin, Italy; language: English ¹

Supervisão e avaliação de programas de educação técnica e formação profissional
29 September-7 October 2005; Turin, Italy; language: Portuguese ²

More information

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- >> as a **print version**;
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Publisher: UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC International Centre).

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> Forthcoming Events <

Second International Congress of Management of Quality in the Systems of Education and Training CIMQUSEF'2005

Date: 20-22 April 2005; Meknes, Morocco; languages: Arabic, English, French
Organisers: L'Association Marocaine pour l'Amélioration de la Qualité de l'Enseignement (AMAQUEN), l'École Normale Supérieure de l'Enseignement Technique de Rabat (l'ENSET), Groupe Scolaire Laraïchi, L'Association pour le Développement des Méthodologies d'Évaluation en Éducation en Europe (L'ADMEE Europe)
Information: <http://www.amaquen.org/manifestations.htm>

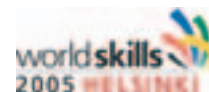
The Fifth African Regional IVETA Conference

Date: 8-11 May 2005; Kasane, Botswana; language: English
Organisers: International Vocational Education and Training Association (IVETA), in co-operation with Botswana Training Authority (BOTA) and German Agency for Technical Co-operation (GTZ)
Information: <http://www.ivetabotswana2005.co.bw>



Worldskills 2005 Helsinki

Date: 26-29 May 2005; Helsinki, Finland; language: English
Organiser: Worldskills Association
Information: <http://www.wsc2005helsinki.com/>



Fourth International Conference on Researching Work and Learning: Challenges for Integrating Work and Learning

Date: 11 to 14 December 2005; Sydney, Australia; language: English
Organisers: Faculty of Education, University of Technology, Sydney (UTS) and the Australian Centre for Organisational, Vocational and Adult Learning (OVAL Research)
Information: <http://www.oval.uts.edu.au/rwl4/>

