



# UNEVOC

INTERNATIONAL CENTRE  
for Technical and Vocational  
Education and Training

## UNESCO-UNEVOC Bulletin

### > Editorial <

#### TVET Given Prominence in Discussions at 2005 UNESCO General Conference

At the recent UNESCO General Conference, many countries stressed the importance of strengthening and upgrading TVET and skills development for employability and citizenship, and of promoting best and innovative practices to improve the bridge between education and the world of work. Delegates referred to the importance of TVET as a key aspect of Education for All (EFA) and as a major contributor to the Decade on Education for Sustainable Development (DESD).

The 33<sup>rd</sup> session of UNESCO's General Conference (held in Paris, 3-31 October) recognised education's intrinsic value as a human right and its fundamental role in the eradication of poverty. Upon his re-election as Director-General of UNESCO, Koichiro Matsuura reiterated: "Education is THE priority programme, or objective, of the Organisation."

Education for All was the overall theme of the General Conference.

Delegates from 188 Member States recognised that UNESCO's mission is to create learning opportunities for every child, youth and adult from every background, in every part of the world.

Almost 4,000 people came to UNESCO during the three-week General Conference to determine UNESCO's priorities in the forthcoming (2006-2007) biennium, including eight Heads of State and Government, two Vice-Presidents, seven Deputy Prime Ministers, 218 Ministers, 3,203 delegates, 350 journalists and 495 observers.

Several special events were also held during the General Conference to mark the 60<sup>th</sup> anniversary of UNESCO.

Commission II on Education (3-10 October) of the General Conference discussed and adopted the Draft Programme and Budget for UNESCO's activities in education for 2006-2007.

The total budget for education is US\$107.8 million, and the main focus is on three key areas: teacher training, literacy and HIV/AIDS prevention education.

Topics addressed by Commission II included an assessment of Education for All and its future prospects as well as inputs to the International Decade on Education for Sustainable Development, which was launched in New York on 1 March this year, and for which UNESCO is the Lead Agency.

More than seventy-six education ministers and other high ranking officials responsible for education and schooling in their respective countries met at a Ministerial Roundtable (7-8 October) during UNESCO's Conference in Paris to examine practical ways to address Education for All by building on positive examples from different parts of the world. Since the heart of EFA lies at the country level, the Roundtable explored the steps necessary to accelerate progress towards achieving the EFA goals by 2015.

This Roundtable was particularly timely since, as we move towards 2015, a review of progress has revealed that the world is not on track to achieve the EFA goals unless significant efforts are made to dramatically improve the current trends.

The Swedish and German National Commissions for UNESCO, in cooperation with the Education Sector, organised a roundtable on *Promoting Sustainability through Education: Objectives, Strategies and UNESCO's Mission in the UN Decade of Education for Sustainable Development*. Many presenters referred to TVET as a key aspect of sustainable development that needs to be addressed during the DESD if the decade is to achieve its various aims.



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During discussions that occurred throughout the General Conference, countries stressed the importance of skills development for employability and TVET as a crucially important dimension of EFA. In addition, as progress is made in achieving EFA, many countries now regard secondary education as an important part of basic education. In this regard, many are concerned with making secondary education more relevant to building life skills for employability and citizenship, and as such are placing greater emphasis on the vocationalisation of secondary education.

#### More Information:

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

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## TVET College Students in Thailand Play a Vital Role in Post-Tsunami Reconstruction

**W**hen the tsunami hit in December 2004, the loss of human lives was staggering. But the tsunami did not only kill many people; it also destroyed livelihoods, traumatised whole populations and severely damaged habitats. According to the UNESCO website:

*Preliminary assessments of the scale of the disaster and the rebuilding task ahead confirm it as one of the biggest natural catastrophes in recent human history.*

The reconstruction tasks in the affected areas are daunting. But students from TVET institutions all over Thailand have courageously contributed their time and skills to assist in immediate disaster relief efforts as well as in the rebuilding activities.

Students from TVET colleges throughout the country have

- >> Collected and disseminated information on those who lost their lives, were injured and/or homeless



*Courtesy: Ministry of Education, Thailand*

- >> Cleaned, cooked, established shelters and provided other services
  - >> Repaired and constructed houses, boats, occupational tools, cars, ships and ship engines, and
  - >> Conducted skills training for income generation
- In August 2005, eight months after the tsunami hit, TVET students in Thailand had
- >> Constructed 563 permanent houses
  - >> Built and repaired 160 fishery tools
  - >> Repaired 369 fishing and tourist boats, and
  - >> Built 174 fishing boats

Presently, groups of Thai TVET students continue to rotate in and out of the afflicted areas to build houses and boats. Their tremendous efforts are greatly appreciated.

*More information:*

*Dr Siripan Choomnoom, Office of Vocational Education Commission, Ministry of Education, Thailand, siripanch@hotmail.com*

### BBC NEWS WORLD EDITION Your experience of the Asian disaster

*"I arrived two hours after the tidal wave struck. Our resort was on Kho Hae, and they immediately relocated us for our safety. The friendliness and help of the Thai has been phenomenal. The Phuket Polytechnic from which I write was the scene of immense personal sacrifice. All the students came back to school, and the boys started making coffins, the girls prepared food packs and care packs. All of this was done entirely with donations from the students, parents and teachers. For a people with little, their generosity has greatly touched me."*

*Ann Kingston,  
BBC NEWS, Thailand / UK  
December 2004*

## Introduction of new UNEVOC Centres to the Network

**T**he UNEVOC Network seminar *Sub-Regional Induction/Refresher Course and Mapping the UNEVOC Network* took place in Bangkok, Thailand, 8-9 August 2005. The seminar was an introduction to the UNEVOC Network and the intended target group were new UNEVOC Centres or new UNEVOC Centre managers. As a new UNEVOC Centre, the Centre for Learning Research at Griffith University, Australia, was invited to take part in this meeting. For me, this was a very empowering experience for a number of reasons. I would like to highlight one: Working with a team of col-



*Dr Margarita Pavlova, Griffith University, Australia*

leagues from different countries on an action plan for developing an effective network of UNEVOC Centres in the Asia-Pacific region.

During the course of a two-day discussion, our team developed a number of strategies to establish effective collaboration:

- >> Use information technology to share our thinking within UNEVOC Centres across the region
- >> Reach consensus on issues for immediate attention (in relation to sharing research findings and experiences as well as sharing innovations in teaching and learning and in implementing policy change in TVET at local, regional and international levels)
- >> Seek suggestions from UNEVOC Centres on priority themes for their contribution
- >> Develop cooperatively an integrated programme to address selected themes across the participating Centres with the aim of influencing policy-making
- >> Look for funding opportunities/identify sponsors.



*Participants at the UNEVOC Network Seminar*

This meeting enabled the UNEVOC Centres to share ideas, learn about each other's perspectives and work together. It provided me with a very smooth and multifaceted introduction to the UNESCO-UNEVOC Network.

(Contributed by Dr Margarita Pavlova, Griffith University, Australia)

*More information:*

*Efison Munjanganja,  
Head of UNEVOC Networks,  
e.munjanganja@unevoc.unesco.org*

## Skills for Sustainable Livelihoods – Implementing the UNESCO Normative Instruments Concerning TVET



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In August 2005, policy-makers and managers of UNEVOC Centres came together for a four-day seminar in Nairobi, Kenya, to discuss their commitment to and experiences in implementing the UNESCO normative instruments concerning TVET.

A key topic in the discussion that found wide agreement among participants was that TVET skills should be integrated into the structural frameworks of education and that TVET systems should be incorporated in national qualifications frameworks. This would improve articulation and quality assurance and harmonize certification and credit transfer. In staying true to the nor-

the importance of integrating HIV/AIDS prevention in TVET programmes as well as fighting the stigma and discrimination associated with this disease. TVET needs to be reviewed with respect to changes in technology, and partnerships should be established with the private sector. Countries emerging from conflict must be assisted through TVET initiatives.

### Normative Instruments

One of UNESCO's roles in the field of education is to make known to its Member States the internationally accepted standards in selected disciplines. The Organization transmits this information through normative or standard-setting instruments that help the Member States aspire to and maintain those standards in their national systems. The normative instruments are usually documents developed following extensive technical consultation at the international level. In technical and vocational education (TVE) UNESCO has developed two such standard-setting documents: **The Revised Recommendations Concerning Technical and Vocational Education** and the **Convention on Technical and Vocational Education**. Both documents can be accessed on the UNESCO website at <http://www.unesco.org>

native instruments, affirmative action in TVET and the accommodation of vulnerable and marginalised groups in its initiatives should be considered – irrespective of age and socio-economic status. Other outcomes of the meeting include

Regionally, it is evident that networking and information sharing among TVET practitioners can be strengthened through national and regional professional TVET associations. Kenya has been given the mandate to jump-start a sub-regional

professional TVET association, an initiative we are honoured to instigate.

The outcomes of this seminar have impacted on my work and on the development of TVET in my region. I have been challenged about the ways in which the normative instruments can provide useful guidelines on standards and practices for policy-making.

*More information:*

*Dr John Simiyu, Senior Lecturer and Head of Department, Technology Education Department, Moi University (UNEVOC Centre), Eldoret, Kenya, [jwsi54@yahoo.com](mailto:jwsi54@yahoo.com)*

### Financial Assistance to Members of the UNEVOC Network

To support TVET development in developing countries, the UNESCO-UNEVOC International Centre can provide some financial assistance to some UNEVOC Centres. There are three categories:

- >> Mobile training teams, which allow for a small group of TVET professionals to learn about a particular aspect of TVET in another country
- >> Fellowships, which allow for a TVET professional to have a short attachment internationally and
- >> Small grants, which may be used for a variety of purposes

If a UNEVOC Centre is interested in being considered for these forms of financial assistance, details and guidelines will be available on the UNESCO-UNEVOC website from mid-January 2006.

### Small Grants for Latin America

The UNESCO-UNEVOC International Centre offers small grants to interested applicants within the UNEVOC Network who submit project proposals that comply with a number of selection criteria. The UNEVOC Small Grants Programme is intended to give staff of UNEVOC Centres the opportunity to improve their knowledge and skills, for example through meetings with colleagues from within their country or from abroad to achieve a particular joint objective. In 2005, the UNESCO-UNEVOC International Centre awarded two small grants to UNEVOC Centres in Brazil and Uruguay.

The four UNEVOC Centres in **Brazil** (the Federal Centres for Technology Education of Minas Gerais, Rio de Janeiro, Paraná, and Bahia) organized, in cooperation with the Brazilian Ministry of Education, a meeting to examine the current proc-

esses through which the Federal Centres for Technology can be transformed into technological universities. The goal of this initiative is to expand and improve TVET in the country. The meeting served to provide inputs and to develop concrete ideas for the formulation and implementation of respective policies. It took place in Brasilia from 24 to 25 October 2005 and brought together Brazilian stakeholders and international experts who shared their experiences with similar processes. The UNEVOC Small Grant was a contribution towards the financing of this meeting. For further information about the proceedings and outcomes, please contact Ms Marilza Regattieri of the UNESCO Office in Brasilia ([marilza.regattieri@unesco.org.br](mailto:marilza.regattieri@unesco.org.br)).

The second Small Grant was awarded to CECAP (Centro de Capacitación y Producción), the UNEVOC Centre in **Uruguay**. Since its inception in 1982, CECAP has been implementing education and training activities for unemployed and unskilled youth and young adults between the

ages of fifteen and twenty, who are outside the regular education system and come from low income homes.

In recent years, CECAP has also become a main player in the National Programme on Education and Work, which aims to provide out-of-school youth with basic competencies that enable them to enter the labour market. The UNEVOC Small

Grant is used for the development of teaching and training materials as well as for the implementation of the programme. Several working groups are working on the development of the materials. They consist not only of CECAP staff but also of teachers and trainers, NGOs, representatives of the Council for Technical and Vocational Education and other relevant stakeholders and experts.

It is envisaged that the materials will be ready for dissemination in the spring of 2006.

*More information:*  
Astrid Hollander, Associate Expert,  
UNESCO-UNEVOC International Centre,  
A.Hollander@unevoc.unesco.org

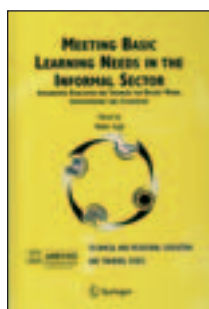
## > UNEVOC International Library of TVET <

### Book Series Current Developments in TVET: Issues, Concerns and Prospects

The book series **Current Developments in TVET: Issues, Concerns and Prospects**, edited by Rupert Maclean and David Wilson, is an initiative of the UNESCO-UNEVOC International Centre and published by Springer Science+Business Media B.V. The series offers in-depth analyses of current developments regarding various aspects of education for the world of work with particular reference to TVET. It examines areas that are at the "cutting edge" of the field and innovative in nature. It presents best and innovative practices, explores controversial topics and uses case studies as examples. The target audience for the series is wide and includes policy-makers, practitioners, administrators, planners, researchers, teachers, teacher educators, students and colleagues in other fields interested in learning about TVET, in both developed and developing countries, countries in transition and countries in a post-conflict situation. The book series falls under the umbrella of a broad range of publications entitled the *UNEVOC International Library of TVET*.

The first book in the series, *Vocationalisation of Secondary Education Revisited*, edited by Jon Lauglo and Rupert Maclean, is an important contribution to the debate that has occurred for some time on the pros and cons of secondary education becoming more closely and explicitly related to preparing young people for the world

of work. The book provides concrete examples of vocationalisation of secondary education, with particular reference to the situation in Africa. Although this book mainly focuses on Africa, lessons learnt have much to offer to researchers, policy-makers and practitioners working in other parts of the world. The case studies from Botswana, Ghana, Kenya and Mozambique are complemented by an ongoing empirical study in the United States, where conditions for vocationalisation are dramatically more favourable than in African countries.



The second book in the series is *Meeting Basic Learning Needs in the Informal Sector*. Edited by Madhu Singh, it examines facts and features about basic learning needs and skills of people working and living in the informal

economy. It portrays the grave problems of educational and training systems vis-à-vis informal sector workers. The book explores the interlinkages between EFA and work and takes the stance that promoting the right to basic education is crucial for overcoming oppression and indecent working conditions (see interview).

Both publications can be purchased directly from Springer at <http://www.springer.com>

Upcoming volumes of the book series **Current Developments in TVET: Issues, Concerns and Prospects** will cover topics such as

- >> Education of adolescents and youth for academic and vocational work,
- >> Financing education for work,
- >> Lifelong learning in the workplace,
- >> Women and girls in TVET,
- >> Effectively harnessing ICTs in support of TVET,
- >> Planning of education systems to promote education for the world of work,
- >> Recognition, evaluation and assessment,
- >> Education and training of demobilized soldiers in post-conflict situations,
- >> TVET research, and
- >> School to work transition.

*More information:*  
Rupert Maclean, Director,  
r.maclean@unevoc.unesco.org

### Meeting Basic Learning Needs in the Informal Sector

Madhu Singh (MS): The UNESCO Institute for Education (UIE) in Hamburg, Germany, where I am currently leading the programme on adult and lifelong learning, is one of UNESCO's six educational institutes. We are an international research, training, information and documentation and publishing centre on literacy, non-formal education, adult and lifelong learning. Together with the

recommendations of the Fifth International Conference on Adult Education (CONFINTEA V) and the UN Literacy Decade, we are especially committed to implementing the Dakar Framework for Action on Education for All (EFA), which was adopted at the World Education Forum in 2000.

*Meeting Basic Learning Needs in the Informal Sector* is the result of collaborative studies undertaken by UIE and the International Labour Organization (ILO) in South Asia (Nepal, India and Bangladesh). In the process of disseminating these studies, I decided to include case studies from other countries. In the end, therefore,

the book not only provides an interregional perspective but also incorporates crosscutting themes.

**Question (Q):** Who/what was the inspiration for this book?

MS: My inspiration was to bring the informal sector within the scope of educational analysis and to contribute to greater educational and policy dialogue on how best to work with segments of the population that lie outside formal work and education. There is a tendency to look at the informal economy from the point of view of it being a "survival economy". As a result, educational processes and educational needs of the

people living and working in this sector have been neglected in the past. Today, however, there is a growing awareness that this economy has come to stay, and basic education and continuing education and training are being seen as key to empowering people and as crucial to strategies for poverty reduction and sustainable social and economic development.

My other inspiration was to demonstrate that developing education for the informal sector can only be successful to the extent that it reflects innovations, initiatives and approaches emerging from the informal sector itself. This is a sector that epitomizes self-help, civil society participation, transformative, on the job, autodidactic and intergenerational learning as well as learning in out of school contexts – such as learning through participation in social movements.. My aim was to identify, disseminate and establish effective learning methodologies and processes that would be useful for societal stakeholders dealing with this sector.

**Q: In the introduction, Rupert Maclean states that this book:**

*... aims at a shift away from the narrow mechanical connotation of skills development and employment towards a rights-based approach...*

**Could you elaborate on this?**

MS: The book takes a stand that education is a human right and this right to education is pivotal for the achievement of other basic human rights – security, representation, dialogue, health, liberty, economic well-being, participation in cultural and political systems and decent work and humane living conditions. Education is the key to growth and development. Literacy is the foundation for assuring people the possibility of mobility. In my opinion, the right to education is also not just the right to a basic education but a right to a quality education as a means for mobility, higher income and advantages of subsequent education.

**Q: Why did you choose to focus on the informal sector?**

MS: First, the informal sector cannot be ignored. It is a crucial part of our global society. In some countries, the informal sector makes up over half of the work force. If one were to compare the respective contribution of formal and informal economies to employment in India for example, then one would see that the ratio is 20:80. For the gross domestic product (GDP) it is 57:43. While these figures point out, on the one hand, the large absorption capacity of the informal sector of people who may otherwise find no income at all, it shows, on the other hand, the low productivity of the informal sector due to limited education and skills and low technology standards. In many societies, the informal sec-



*Madhu Singh, editor of "Meeting Basic Learning Needs in the Informal Sector: Integrating Education and Training for Decent Work, Empowerment and Citizenship", published by UNESCO-UNEVOC, UIE and Springer in 2005*

tor also includes the traditional trades and culturally significant occupations that keep a society and culture intact.

Second, the determination to achieve the EFA goals, especially goal 3 – "ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes" – makes it all the more necessary that attention be given to the informal sector where, at present, basic education abilities and continuing education are generally deficient.

**Q: What role is the informal sector playing in our global society?**

MS: Globalisation has further increased the pressure on the informal sector – demanding more competitiveness, higher productivity and quality consciousness. Due to globalization, the advantage of cheap labour and natural and local resources for small production units will not last long. The extent of new technologies, such as biotechnologies and microelectronics, will depend on the level of skill adaptation. It is here that the role of continuing education and lifelong learning and "new literacies" such as technological literacy will determine the future of the informal sector.

Alongside this, however, it is important to help people to make a decent living, focusing on school dropouts who have no access to further education and training, on retrenched workers, child labourers and women and handicapped persons.

**Q: Amongst the country studies were there common learning needs in the informal sector?**

MS: Being a very heterogeneous sector, basically there are no true common learning needs throughout the sector. Learning needs vary according to age, urban or rural location, gender, socio-cultural background and education level. It is

also important to distinguish between learning needs of the segments in the "upper end" of the informal economy and those at the "lower end".

However, there are competencies that can be said to be fundamental for workers in the informal economy. Learning in the informal economy is understood, on the one hand, as the acquisition of technical skills and abilities and, on the other hand, as the acquisition of organisation skills and social competencies. Communicating with others, negotiating, promoting products, transmitting knowledge, setting up self-help organisations and giving advice are decisive in the informal economy. The fact that the "basic learning needs" bears on the notion "basic needs" does not mean that they deal with only survival needs. Basic learning needs are to be understood broadly. Indeed they go beyond to include aspects such as living and working in dignity, continuing to learn, capacity to deal with transformations, creative participation, making informed decisions, self-awareness etc.

One thing is clear and that is: When there is a lack of basic education and literacy, it means that these illiterate persons cannot take advantage of continuing education and training which is crucial to developing one's capacities to the fullest.



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**Q: What are common obstacles?**

MS: Education is only one problem in the informal sector. Lack of institutional support structures is the other. Lack of professional training institutions, funding or finances and market avenues form some of the basic institutional arrangements. Lack of this institutional dialogue with the informal sector contributes to the hurdles that need to be overcome. The private sector has invested little in this sector.

**Q: And what were some common goals?**

MS: I would say the common goal among countries is to strengthen and activate the informal sector so that it could act as a vehicle of employment provision and social and human development as reflected in all internationally proclaimed goals – as stated in the Education for All (EFA) goals, the Delors four pillars of learn-

ing, the Memorandum on Lifelong Learning, as well as in the Millennium Development Goals and the United Nations Development Programme's (UNDP) human development goals and in ILO's Decent Work Agenda.

**Q: If you could pick two actions to be carried out in TVET in the informal sector worldwide, what should they be? And why?**

MS: The two actions in TVET worldwide that I believe would be the most useful would be:

1. Networking with public, private and government stakeholders to develop training programmes for the informal sector and encouraging technology transfer from formal institutions to informal sector production units.
2. Education and decent working conditions should be tied into social and economic policies

and cut across different sectors: health, forestry, building construction, agriculture, sanitation, environment, social welfare.

*More information:*  
**Madhu Singh, Senior Programme Specialist,**  
*UNESCO Institute for Education, Hamburg,*  
*Germany, m.singh@unesco.org*

## > Sustainable Development <

At the close of the UNESCO International Experts Meeting *Learning for Work, Citizenship and Sustainability* held in Bonn, October 2004, the challenge was put to UNESCO regions to hold

meetings to determine further how TVET can contribute to economic, social and environmental sustainability. Regional meetings on this topic have so far been held in Bangkok, 10-12

August 2005, and in Bahrain, 19-21 September 2005.

### Integrating Sustainable Development Issues into TVET in Asia and the Pacific

The UNESCO-UNEVOC International Centre, the Office of the Vocational Education Commission (OVEC) Thailand and the Colombo Plan Staff College for Technician Education (CPSC) hosted a joint conference on *Integrating Sustainable Development Issues into TVET: Poverty Alleviation and Skills for Employability, Citizenship and Conservation* in Bangkok, 10-13 August 2005. Participants at the conference were TVET policy-makers, educators, researchers, and experts. The objectives for the conference were to exchange knowledge, experiences and best practices in integrating sustainable development issues into TVET.

Over 1000 people attended the opening ceremony of the conference, which corresponded with an international TVET fair at the conference venue. A highlight of the many displays was an exhibit of the many innovative ways in which TVET colleges in Thailand responded to the tsunami that struck large parts of the southern and western coasts of Thailand on 26 December 2004. These ranged from emergency training for construction workers to the design of fiberglass fishing boats, exactly the same style as the traditional wooden ones that had been destroyed. (see page 2)

The conference concentrated on two themes related to sustainable development issues: *Poverty Alleviation and Economic Vitality, and Skills Development for Employability, Citizenship and Conservation.*

Case studies of strategies for achieving these developments in TVET came from many parts of the region, and included:

- >> Skills development for migrant workers in China
- >> Power tool education and training ("VET through PET") in India as a strategy for raising living standards of carpenters, plumbers and electricians
- >> Integrating sustainability concepts into training packages in Australia
- >> Training workers in critical thinking skills in Thailand
- >> TVET for literacy, rural transformation and gender equity
- >> Skills development for income generation through non-formal education
- >> Development of the UNESCO-UNEVOC and UNESCO-Asia Pacific Network for International Education and Values Education



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(APNIEVE) *Learning to Do* curriculum materials. (see section **UNEVOC Publications**)

- >> Intercultural education for promoting sustainable development in TVET

A CD-ROM containing these and the many other presentations is currently being prepared.

The UNESCO-UNEVOC International Centre would like to express its thanks to OVEC in Thailand and to CPSC in Manila for their magnificent support as partners in this important conference.

(Contributed by Dr John Fien, RMIT University, Melbourne, Australia)

*More information:*  
**Rupert Maclean, Director,**  
*r.maclean@unevoc.unesco.org*

### Sustainable Development in TVET – Arab States Regional Workshop

Twelve Arab countries were represented among the participants at the Bahrain workshop on TVET for sustainable development, which was jointly organised by UNESCO-

Beirut and the UNESCO-UNEVOC International Centre. The meeting was held at the Sheikh Kalifa Bin Salman Institute of Technology in Manama, Kingdom of Bahrain.

Three substantial resource papers were presented at the workshop to underpin discussion:



Participants at the Arab States regional workshop



Ms Karina Veal, Consultant, UNESCO-UNEVOC International Centre, giving her presentation on TVET for Sustainable Development

- >> Professor Jaber Ali (Iraq) presented on the social dimensions of TVET for sustainable development
- >> Dr Lamloumi (Tunisia) on the economic dimensions and
- >> Assoc Prof Ambousaidi (Oman) on the environmental dimensions

While participants agreed that the discussion on approaches to TVET for sustainable development was interesting, their strongest interest

lay in sharing practical teaching and learning resources on sustainable development, suitable for use in TVET programmes. This, however, is difficult, since there do not seem to be many resources currently available in Arabic. The creation of some sort of Arabic language resource base for TVET for sustainable development was called for as an outcome of the seminar.

More information:

Sulieyman Sulieman, Programme Specialist Technical and Vocational Education, UNESCO Office Beirut, [s.sulieman@unesco.org](mailto:s.sulieman@unesco.org)

## > Curriculum Development and Teacher Training <

### Teachers as Stakeholders in Education Reforms

The European Training Foundation (ETF) focuses in its *Yearbook 2005* on the double role of teachers and trainers: they are both key education professionals and important stakeholders in education reforms.

The ability of vocational education and training to play a crucial role in society depends in good part on whether its teachers are prepared to incorporate reform into their daily work. The Yearbook editors Peter Grootings and Søren Nielsen argue that the general assumption that policy instruments will bring about necessary reform in schools is not well supported by empirical evidence.



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Teaching is not a homogeneous activity that can be driven by a small set of easily accessible policy instruments. Learning is context bound and teaching takes place in the school, which is a highly complex social institution. In spite of powerful forces for change, schools in EU partner countries appear remarkably untouched. One reason for this might be that change has usually been something done to teachers as opposed to something done with them. Teachers in schools

have generally not been able to develop a sense of ownership of change nor have they been really capable or motivated to make reforms work.

ETF projects have demonstrated the importance of integrating teacher development with school improvement. They confirm that the work environment of teachers should be seen as a learning opportunity and thus be organised accordingly: schools, teacher training institutions and enterprises must help to integrate learning into the daily work of staff. If that were the case, teachers own professional experiences would be seen as a valuable source of innovation and development of education and training. Teachers would be recognised stakeholders in their role as professional educators.

More information:

European Training Foundation, <http://www.etf.eu.int>

### Vocational Content in Mass Higher Education?

The expansion of higher education and the rapid shifts in patterns of work, combined with a growing infusion of new technologies and innovation, has brought about an unprecedented shift in programme design in higher learning. The prevailing view is that higher education must put forth graduates who can contribute to national economies and the labour market in a new age of knowledge-based economies. To meet such a demand, higher education institutions are faced with the need to re-examine their curricular and programme design to incorporate vocationally oriented content that prepares graduates for the world of work beyond academia. However, this raises many questions for policy-makers concerned with the realignment of higher education as well as for higher education institutions. To address these questions was the aim of the international semi-



nar *Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market and the Workplace* (Bonn, 8-10 September 2005). The seminar was jointly organised by the UNESCO-UNEVOC International Centre and the UNESCO European Centre for Higher Education (UNESCO-CEPES), in cooperation with the Centre for Comparative and International Education, University of Oxford. It brought together about forty experts at the institutional and disciplinary levels from a broad cross section of countries.

The meeting concentrated on three themes:

The first theme, *Vocational Content in Mass Higher Education: International Perspectives and*

*International Seminar "Vocational Content in Mass Higher Education?"*

*Policy Trends*, focused on views from different world regions. Speakers from Europe, the Middle East, the Far East and Australia shared their perspectives.

The second theme, *Responding to Rapidly Changing Labour Markets through New Forms of Knowledge Production: Organisational and Epistemological Shifts in Higher Education*, explored questions about the nature of vocational content in mass higher education and about its implications and challenges for the higher education sector. Issues such as the internal organisation of institutions, staffing, ethics, the nature of

learning and epistemology, financing and marketisation of universities were raised in the discussion.

The third theme, *Knowledge Producing Partnerships and Collaborative Ventures between the Academy and Industry*, examined the nature of new emerging partnerships and of vocational content in mass higher education. Who decides the skills mix? How is it met? Who pays? All of these are important topics for debate.

Mr Peter Smith, the new Assistant Director-General for Education of UNESCO, gave an inspiring speech at the opening session on *Workers as Learners/Learners as Workers: Why the Knowledge Society needs a Thinking Work Force and How to Get There*.

The meeting in Bonn is part of a larger joint project between UNESCO-CEPES and the UNESCO-UNEVOC International Centre to investigate the extent of and the trends and variations in the

vocational content now proliferating in higher education. The next step in this cooperation will be a publication that showcases examples and policy trends for institutional and national decision makers.

*More information:*

Astrid Hollander, Associate Expert, UNESCO-UNEVOC International Centre, A.Hollander@unevoc.unesco.org

## Training of TVET Trainers: Reinforcing Sub-regional Cooperation and Knowledge Sharing in Southern Africa

The UNESCO normative instruments on TVET<sup>1</sup> are valuable resources for enhancing TVET systems and making them more relevant to the constantly evolving demands of the world of work. In order to improve the effectiveness of the promotion and implementation of the normative instruments in national TVET systems, the UNESCO-UNEVOC International Centre launched a series of regional and sub-regional training seminars. One such initiative is *Learning for Life, Work and Future (LLWF): Stimulating Reform in Southern Africa through Sub-regional Co-operation*, which was jointly organized by the Department of Vocational Education and Training of the Ministry of Education of Botswana and the UNESCO-UNEVOC International Centre (for more information on LLWF Initiative, please visit the regional cooperation section of our website at <http://www.unevoc.unesco.org>). The training needs of TVET trainers in the SADC region were identified in the workshop *Status and Needs of TVET Trainers in the SADC Sub-region*, organised in Mauritius in March 2003.

It is against this background that in April 2005, the UNESCO Regional Bureau for Education in Africa (BREDA) and the UNESCO-UNEVOC International Centre took the initiative to help

leading TVET institutions in the Southern African Development Community (SADC)<sup>2</sup> to improve their capacity for in-service

training of TVET trainers through the use of ICTs and open and distance learning (ODL). A training workshop for key personnel and designated coordinators from SADC UNEVOC Centres in the use of ICTs and in the application of the Commonwealth of Learning's *Technical and Vocational Teacher Training Core Curriculum* was organised in Mauritius on 18-22 April by UNESCO/BREDA, the UNESCO-UNEVOC International Centre and the Commonwealth of Learning. The overall goal of this workshop was to develop basic capacities and expertise for training TVET trainers in the use of ICTs and in other key areas through open and distance learning. It aimed at strengthening UNEVOC Centres and at ensuring continuous activities towards the success and quality of TVET.

The twenty-three participants of the workshop are key players in the training of trainers. Several experts in ODL and key personnel in the application of ICTs also participated. The participants represented the following institutions:

- >> SADC UNEVOC Centres (training coordinators and trainers)



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- >> Industrial and Vocational Training Board (IVTB), Ministry of Training, Skills Development and Productivity, Mauritius
- >> Commonwealth of Learning
- >> UNESCO-UNEVOC International Centre
- >> UNESCO/BREDA
- >> UNESCO Office in Harare

The training workshop was very useful and much appreciated by all participants. It was recommended that a further workshop be held to track the progress achieved. This workshop should focus on an in-depth quantitative and qualitative analysis of the action taken. Also, Seychelles agreed to take on responsibility for the reactivation of a SADC TVET online forum and to help facilitate sub-regional dialogue.

*More information:*

Teeluck Bhuwane, Programme Specialist, UNESCO/BREDA, Dakar, Senegal, t.bhuwane@unesco.org

## New Secondary Technical Education Disciplines in Bahrain

Enrolment in secondary technical education in the Kingdom of Bahrain has almost doubled in the past five years. At the same time, the local labour market is calling for a more diverse range of skills to be offered

in technical schools. A recent study by the Kingdom's Ministry of Education revealed that training in printing technology, computer technology and plant maintenance was urgently needed.

The Ministry invited UNESCO to assist in developing curricula in these disciplines and in training technical teachers accordingly. Bahrain set up a self-benefiting Funds-in-Trust with UNESCO in April 2005 to fund these activities.

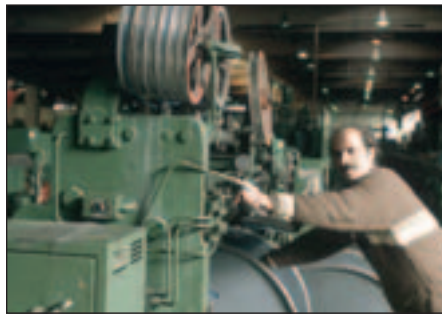
On 4-15 July 2005, the Section for Technical and Vocational Education at UNESCO Headquarters and the Section for Technical Education at the Bahrain Ministry of Education held a joint two-week curriculum development workshop in Manama. A team of four UNESCO international consultants worked with twenty national experts to review various proposals for curriculum structures and to write detailed content for comprehensive courses. The results of their efforts are curricula for three-year courses that consist of



six fifteen-week semesters. The curricula are competency-based and include learning goals for both the theoretical and practical parts of the courses as well as guidance for assessment.

The new courses conform to educational requirements in Bahrain and international best practices. They consist of about 60% practical content with an emphasis on ICT applications and entrepreneurship education.

At the workshop's final session, the new curricula were presented to the principals of technical schools and senior staff of the Section for



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Technical Education at the Bahrain Ministry of Education. They were then formally handed over to Mr Hassan Saleh Mubarak, Chief of the Sec-

tion for Technical Education. All participants were presented with a certificate of participation in recognition of their efforts.

Only two months after the workshop, the new curricula were introduced in Bahraini schools when the new academic year began in September.

*More information:*

Hashim Abdul-Wahab,  
Senior Programme Specialist, Section for TVE,  
UNESCO Headquarters Paris,  
h.abdul-wahab@unesco.org

## A Joint Effort to Improve Occupational Training for Young Ethiopians

Ethiopia's efforts in infrastructure development are being hindered by a lack of workers with adequate technical skills. To remedy the deficiencies, the Ethiopian Ministry of Education has consulted with other stakeholders such as employers and has established training standards for fifty disciplines. UNESCO and GTZ have taken on the challenge to prepare young people to attain these standards and thereby prepare them well for future employment.



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The joint UNESCO/GTZ effort is a good example of coordinated technical cooperation. While GTZ is concentrating on skills

training relevant to the construction industry, UNESCO, with funding from the Japanese government, is focusing on electrical, electronic and mechanical skills.

In July 2005, the Section for Technical and Vocational Education at UNESCO Headquarters launched a programme of curriculum renewal and teacher training for eighteen occupational training schemes in Ethiopia. The programme commenced with training workshops held at Nazareth College of Technical Teacher Education, just outside Addis Ababa. Seventy-six curriculum develop-

ers and teacher trainers from the various Ethiopian provinces took part in the workshops.

Participants were introduced to state of the art methodologies for curriculum renewal and, following a specific format, were given a period of four months to build curricula for each discipline at their home institution. The new curricula will be tested and finalised at an upcoming UNESCO workshop in Nazareth in December 2005.

The final step in this programme is the development of textbooks to teach the new curricula at different levels of specialisation. The books will correspond to one-, two- or three-year courses. As a prerequisite for participation in the courses, students must have completed ten years of schooling. UNESCO will follow their progress by monitoring their ability to enter the Ethiopian workforce as skilled technicians.

*More information:*

Hashim Abdul-Wahab,  
Senior Programme Specialist, Section for TVE,  
UNESCO Headquarters Paris,  
h.abdul-wahab@unesco.org

## > Involving the Private Sector <

In Technical and Vocational Education and Training (TVET), involvement of the private sector is crucial. Programmes that combine theoretical knowledge with practical skills training at the workplace contribute greatly to the development of a skilled, responsible and mature workforce. Industrial attachments and apprentice-



Courtesy: Adam Opel AG

ship schemes are examples of social partnership in TVET. In some countries, the inclusion of the private sector in TVET has a long history and is very extensive, while other countries are just beginning to integrate business and industry into their TVET programmes.

### TVET Initiative in Albania: Involving the Private Sector

Durres is the main seaport of Albania and, after Tirana, the second biggest city of the country. The Durres Vocational School (DVS) traditionally delivers a formal three-year

training in three technical trades. Since 1993, the school has been supported by a project financed by the Swiss Agency for Development and Cooperation. Among other issues, this project adapted the DVS training programmes to include the following:

>> The third year of study consists primarily of on-the-job training (OJT) in private enterprises

>> The final examinations include practical tests, with specialists from the private sector as examiners

The project of the Swiss Agency for Development and Cooperation is now coming to an end, and the school has been facing the challenge of obtaining funds for the OJT and the final examinations, from other sources. The ministry, as owner of the school, welcomes the system but

does not finance it. Thus, DVS approached the private sector, that is the OJT venues, for contributions. Surprisingly, the private sector demonstrated readiness to finance the training, but only if a new approach towards the OJT would be implemented.

A joint task force of DVS, private sector and district education office representatives established the following the key rules for future cooperation:

- >> The OJT is formalised through a tripartite contract between the enterprise, the school and the trainee
- >> The OJT is implemented according to clearly defined rules and regulations as elaborated by the task force
- >> During the OJT, the trainee is supervised by the company, and he/she has to observe the rules and regulations of the company much like a regular employee
- >> During the OJT, learning is guided by the production process
- >> The trainee has accident insurance

- >> Rather than paying allowances to trainee, the company contributes to the DVS. The actual amount is based on the result of the performance assessment of the trainee
- >> If a company assesses a trainee's performance as "not sufficient", it is not required to pay a contribution to the DVS, and the trainee is not admitted to the final examinations
- >> The DVS has a monitoring task during the OJT. In case of problems between the student and the company, a school representative will mediate

The Durres VET Initiative was publicly signed in March 2004 by the Mayor of Durres, the DVS, the local chamber and the support project.

The initiative has all the ingredients for a success story: the bottom-up approach improves the chances that it will be recognised and absorbed by the system. All stakeholders participated in the development process, and sometimes antagonistic interests were brought to a common result. Through a coherent set of sim-



Courtesy: Adam Opel AG

ple contracts and other instruments, the process had a formal status throughout. The Durres VET Initiative can result in a "win-win-win" situation for the school, the trainees and the companies.

*More information:*  
Matthias Jaeger, KEK-CDC Consultants, Zurich, Switzerland, jaeger@kek.ch

### Importance of Industrial Attachments for Strengthening Polytechnic Education in Ghana

**T**VET that is well suited to development needs has been a prime concern of the government of Ghana. Several initiatives have been implemented to combine theory and practice in the curricula of polytechnics to enable students to gain practical skills at the workplace. A good example of this are the education courses that lead to the Higher National Diploma. For students who participate in these courses, industrial attachments are an integral part of their curriculum.

Participation in industrial attachment schemes is beneficial for all parties involved: students, enterprises and polytechnic institutions. Students apply what they have learned in the classroom in a real life situation and return to school with more confidence, motivation to study and maturity.

Working in a professional environment, students develop a sense of responsibility. They interact with a wide range of age groups, meet potential role models and get feedback through performance assessment. The students also develop a network of contacts that can be useful in their job search after graduation.

Employers also gain from participation in attachment programmes. Some areas where attachments lead to improvements are

- >> Screening, selection and recruitment of job applicants
- >> Employee retention, and
- >> Productivity.

Although the most obvious beneficiaries are students and employers, polytechnics also gain academic and economic advantages from industrial attachments: they help them to enrich the curriculum and keep it up-to-date.

However, in Ghana this form of linkage between theory and practice is still minimal. The programme of industrial attachments has numerous impediments:

- >> Lack of formalised cooperation between the polytechnics and industry
- >> Non-existence of proper arrangements for the placement of students in enterprises
- >> Lack of proper coordination and supervision of on-the-job instruction during the attachment
- >> No established criteria for
  - > Screening prospective interns



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- > Evaluating prospective training stations in enterprises and
- > Evaluating on-the-job instructors to determine if they are capable of imparting knowledge, skills and positive attitudes to the interns

To keep these problems to a minimum, industrial attachments need to be properly planned. The government of Ghana, the polytechnics and industry have discussed innovative intervention mechanisms at different levels to manage the attachments programme.

#### Government Level Interventions:

A stakeholders' forum should be established as a platform for all stakeholders in the industrial attachment endeavour to discuss issues pertaining to the industry training of Higher National Diploma students. Participants in the forum should come from all relevant sectors: government, industry and education institutions.

An *Industrial Attachment Act* should be passed by parliament. It should include a fund for industrial attachments and call for the establishment of an industrial training board. This board would be responsible for directing and regulating industrial attachments and serve as an advisory body to the government, industry, the National Council for Tertiary Education, and the polytechnics. Furthermore, the act should encourage the formulation of a coherent and explicit industrial attachment policy by the government and other stakeholders.

**Polytechnic Level Interventions:**

It has been suggested that industrial attachment programme committees should be formed

in all polytechnics. In addition, effective placement strategies for students should be developed. Polytechnics should organise orientation seminars for teaching staff to inform them of the purpose and procedures of industrial attachments.

**Combined Polytechnic and Industry Intervention:**

There is a need to develop effective coordination and supervision mechanisms for industrial attachments. Polytechnics and industry need to collaboratively design and implement criteria for evaluating potential training stations, on-the-job instructors and training content, industry liaison offices and students participating in the

programme. The industry liaison offices should offer orientation seminars for students prior to the start of the placement programme to assist them in finding the best attachment.

In conclusion, one can say that the government of Ghana, industry and education authorities must explore ways and means for efficient cooperation between the polytechnics and industry to achieve mutual gains and use TVET to contribute to national development.

*More information:*

*Bezaleel Yao Anani Dor, Technical Education Specialist, Capacity Building Africa, Ho, Ghana, bezador2001@yahoo.com*

> Africa <

**Entrepreneurship Training in TVET in Central and East Africa**

**A**t a workshop held in Kampala, Uganda, in May 2005, UNESCO's Section for Technical and Vocational Education introduced its recently developed modular training packages on entrepreneurship. Experts from twelve Central and East African countries came together to discuss the suitability of the training packages for TVET at the secondary level and in non-formal settings in the African context. Participants were primarily TVET curriculum developers, but entrepreneurship specialists and representatives of NGOs working with out-of-school youth also attended.

Each training package consists of a learner's workbook and a facilitator's guide – a considerable amount of text, which was studied rigorously and discussed at length in interactive working ses-

sions during the three days of the workshop.

The atmosphere was very positive. The participants worked hard, but there were also moments of comic relief. At one point, a woman educator mused aloud that making microfinance available to young male entrepreneurs would only encourage them to take an additional wife!

The final verdict on the workshop was that the packages are very sound training materials for the intended target groups. To add the final touches, numerous suggestions were offered on how the text could be made more explicit or relevant. One request was that the package for non-formal learners be more elementary.

At the end of the workshop, the participants adopted a recommendation for action addressed to education policy-makers in Africa. This **Kampala Recommendation for Action** expresses the need to give entrepreneurship-based TVET much



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higher priority in national development programmes.

The modular training packages on entrepreneurship have been revised in light of the comments raised at the workshop and will shortly be available for field testing.

*More information:*

*Mohan Perera, Chief, Section for TVE, UNESCO Headquarters Paris, m.perera@unesco.org*

**Reconstructing TVET in Sierra Leone and Liberia**

**N**ational workshops to identify TVET training needs took place in Freetown, Sierra Leone and in Monrovia, Liberia, in May 2005. The purpose of these workshops was to identify national priorities for TVET for ex-militia, former soldiers, out-of-school youth and other disadvantaged groups. In both workshops, the UNESCO Regional Office for Education in Africa (UNESCO/BREDA) facilitated the discussions on joint needs assessments with core humanitarian and development partners.

UNESCO/BREDA succeeded in bringing together a range of agencies, NGOs and organisations that are TVET providers or support war affected

residents, to seek their views on the following issues:

- >> An estimate of the war affected population in Liberia and Sierra Leone.
- >> Capacity building to equip former soldiers, ex-militia, children, youth and women with work skills and to give them access to life-long learning opportunities.
- >> Determining what types of training are most needed.
- >> Defining all possible skill areas relevant and useful to youth in crisis (including creating a list that also has information about the occupational possibilities of each skill)

- >> Creating an inventory of resource materials that exist in each country and of those materials that need to be produced or obtained.

The long term aims and objectives of the workshops were:

- >> To identify the training and capacity building needs for ex-militia, former soldiers and out-of-school youth
- >> To make solid recommendations to donors and implementing partners in the areas that need urgent intervention
- >> To kick start the development of resource materials for TVET
- >> To identify national priorities for TVET for groups in crisis



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By the end of the workshops, the participants had a better knowledge of the facilities and materials for teaching and learning as well as a better idea of how to meet the skill needs of persons in crisis and post-crisis. The workshops also identified the most successful practices for out-of-school TVET training that are likely to provide employment. Information was exchanged on the duration of training and practice required and on the types of skills training most needed.

The following problems and issues concerning TVET in Sierra Leone and Liberia were identified as urgent and requiring immediate attention:

- >> Shortage of trained and qualified TVET staff
- >> Inadequate tools and equipment
- >> Absence of harmonised syllabi and curricula
- >> Inadequate certification, accreditation and examination systems
- >> Absence of easily available data on TVET institutions and programmes

Both workshops were very successful, leaving all participants enriched and with a clearer idea of the next steps. Concrete suggestions for assistance for TVET development in Sierra Leone and Liberia



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now exist. It is hoped that donors will step up and take a part in the reconstruction of education and training in these war ravaged countries.

*More information:*

*Teeluck Bhuwaneer, Programme Specialist, UNESCO/BREDA, Dakar, Senegal, t.bhuwaneer@unesco.org*

**The following resolution was a result of the workshops in Sierra Leone and Liberia:**

- >> *Recognising that* during the eleven-year civil war, the infrastructure, tools and equipment of technical and vocational institutions were greatly devastated,
- >> *Aware that* the human resource capacity in the management and delivery of TVET has been greatly reduced through displacement,
- >> *Knowing that* there are large numbers of demobilised ex-combatants and out-of-school youth, who require skills and training to secure gainful employment,
- >> *Conscious of* the important role that TVET could play in the social and economic reconstruction of the country,
- >> *Noting that* the TVET landscape is plagued by several problems including inadequate staffing, inadequate tools and equipment, absence of nationally harmonised curricula, absence of career guidance and counselling services, weak accreditation, examination and certifications systems,

The participants present in the TVET Freetown and Monrovia workshops:

Requested their Governments to

- >> Consistently demonstrate commitment to develop the TVET sector by providing policy directives, giving priority to TVET in its reconstruction

efforts, positioning TVET on a strategic path within sound education plans, mobilising locally available resources and seeking much needed external support through bilateral and multilateral agreements,

Recommended TVET institutions and professionals to

- >> Support the Government's efforts by providing relevant advice and commitment to the contribution of TVET to national reconstruction efforts,
- >> Demonstrate commitment to staff development initiatives and to curriculum renewal on nationally aligned priorities and standards.

Appealed to the donor community to

- >> Support the efforts of the governments of Liberia and Sierra Leone to revamp and promote TVET by providing technical expertise and financial means.

Requested the UNESCO institutions to

- >> Utilise the knowledge it has of TVET in other countries, facing similar problems and challenges, to guide Liberia and Sierra Leone,
- >> Take the lead in assisting and facilitating the development of projects in teacher training and curriculum renewal,
- >> Facilitate the development of joint projects for Liberia and Sierra Leone, given the commonality of their respective situations,
- >> Assist in the creation of a national strategic plan of TVET within a holistic vision of education keeping in mind the EFA and MDG goals.

**Indian Ocean Sub-Region: Reconciling Formal Schooling and Vocational Training in the Context of Lifelong Learning**

A critical step to adjust to globalization and to progress towards knowledge-based societies is to revise assessment and certification in a comprehensive framework

articulating formal, non-formal and informal learning, as well as general and vocational competencies. In the Indian Ocean, where participation rates at secondary levels are often high and social demand for better secondary and more post-secondary education is increasing rapidly, all countries are aiming at improving the efficiency, performance and relevance of their systems in order to achieve the

EFA goals, in particular goals three and six related to lifelong learning and quality<sup>3</sup>. Addressing these issues involves revising assessment systems through a broad perspective. Assess-

<sup>3</sup> EFA goal 3: "Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes".  
EFA goal 6: "Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills."

ment systems are not only a means of monitoring performance but also enable social recognition of achievement on the basis of defined standards and by facilitating lifelong learning. In the context of lifelong learning, the links between formal school-based education and continuing technical and vocational education and training (TVET) are an important element to reconsider assessment and certification.

These issues were recently discussed during a seminar initiated by the Association for the Development of Education in Africa (ADEA) Bureau of Ministers and the International Institute for Educational Planning (IIEP), which was organized by the Ministry of Education and Scientific Research of Mauritius (Mauritius, 2-4 May 2005). Participating countries included Comoros, Madagascar, Mauritius, Mozambique, Seychelles and Tanzania. The meeting was an opportunity to share regional and international experiences in

order to support ongoing initiatives and to consider follow up action.

Increasingly, the concept of "key competence" is at the core of many educational reforms, both in general and vocational education. The fast spreading competence-based approach is based on the premise that competencies are not only developed at school through formal education, but throughout life. Beyond functional competencies, the ability to construct one's personal and social identity needs to be considered as a central dimension. This often raises the question of the language of instruction both for formal education students and for adult learners (for example in Mauritius where Creole remains a key language in everyday life). In small island states (Mauritius, Seychelles, Comoros), people are faced with the dual problem of preserving their specific but fragile identity while adapting to globalization.

The importance of local labour markets for TVET relevance is being given increasing attention. Consequently, curricula tend to also reflect local contexts, and competencies related to local needs can sometimes be part of key competencies. Mozambique and Tanzania have sought to provide some flexibility in the curriculum in order to suit the specificities of particular localities.

A culture of evaluation is being developed in the region through national and international surveys (PASEC, SACMEQ, MLA). This has contributed

to a better understanding of the education system as well as of attainment levels. Yet, experiences are much more limited in the field of assessment and recognition of non-formal and informal learning, including for vocational competencies. By focusing on the learner instead of on the system, the recognition of achievement presently being developed in Mauritius constitutes an attempt to bridge this gap and reposition assessment within the broader context of a lifelong learning perspective.

In the light of rapid conceptual developments and pedagogical innovations, regional cooperation, through the exchange of experiences and good practices in assessment and certification, is an important form of capacity building. This seminar has been one step in that direction. However, several related issues remain to be explored, such as the definition of common standards to help labour mobility in the sub-region. UNESCO, through IIEP and the UNEVOC Network, will be attentive to country needs for supporting reforms, as well as research and regional dialogue related to assessment and certification in the context of lifelong learning.

*More Information:*  
David Atchoarena,  
Senior Programme Specialist/Team leader,  
Higher Education and Specialized Training,  
International Institute for Educational  
Planning (IIEP), [d.atchoarena@iiep.unesco.org](mailto:d.atchoarena@iiep.unesco.org)



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## > Arab States <

### TVET Reform in the Arab States – Regional Experts Meeting

**D**eveloping cooperative responses to important TVET reform issues was the focus of a UNESCO experts meeting held in Amman, capital of the Hashemite Kingdom of Jordan, in early August. The meeting, organised by the UNESCO Office Beirut and the UNESCO-UNEVOC International Centre and hosted by the Jordanian National Centre for Human Resource



Regional Experts Meeting, Jordan

Development, had as a primary purpose the consideration of a draft set of project proposals on TVET development in the Arab region. Seven proposals were put forward, and the experts debated the priority of the various issues and the link between such proposals to existing national and regional plans of action for development. Coming together from sixteen Arab countries, representation was at the highest level, including three Assistant Ministers for TVET and a number of Director-Generals.

Ms Karina Veal, TVET consultant with the UNESCO-UNEVOC International Centre who attended the meeting, commented on the universality of the topics under consideration: "Developing a regional approach for recognition of qualifications that supports and promotes mobility of skilled labour across national borders is a priority topic amongst neighboring countries in many parts of the world. The context of operation may vary greatly, and the proposed framework may vary, but the issue has universality."

Seven proposals were put forward, and UNESCO will be supporting Member States to prepare more detailed plans that might be put to donor

organisations for implementation funding. The seven proposals were for:

- >> Developing a regional system for qualifications in TVET
- >> Developing standards for testing and evaluation in TVET
- >> TVET curriculum development for training of teachers and instructors
- >> The use of ICTs in TVET
- >> Human resource development for the tourism sector
- >> Closer links between industry and TVET
- >> Gender mainstreaming in industry and TVET

*More information:*  
Suliman Suliman,  
Programme Specialist Technical and  
Vocational Education, UNESCO Office Beirut,  
[s.suliman@unesco.org](mailto:s.suliman@unesco.org)

## G8-BMENA<sup>4</sup> Meeting on the Role of TVET in the Labour Market

Under the auspices of the G8-BMENA Partnership Initiative (launched in 2004 to support voluntary economic, political and social reforms in the BMENA region), the Government of Japan announced it would hold a workshop, in cooperation with the Government of Jordan, to discuss how TVET can best respond to the changing needs of the labour market and to meet a need for expanding job opportunities for the increasing youth population in the BMENA region. As a consequence,

<sup>4</sup> BMENA – Broader Middle East and Northern Africa

the G8-BMENA workshop was held in Amman, Jordan, on 28-29 September 2005, under the patronage of His Excellency Bassam Al Salem, Minister for Labour, Hashemite Kingdom of Jordan, with representatives from BMENA and G8 states as well as from regional and international organisations. The UNESCO-UNEVOC International Centre and the UNESCO Office Beirut were also represented. The workshop was co hosted by the governments of Jordan and Japan, in cooperation with the Japan International Cooperation Agency (JICA).

The objectives of the workshop were to share information on the BMENA region's employment situation and the challenges it poses to economic and social development, before identifying specific strategies on how TVET can best contribute to development.

There was a common understanding that TVET, however uneven its quality and provision, cannot be held responsible for the lack of economic and employment growth in the region. Equally, however, there was an understanding that shifting the orientation of TVET is needed to result in more market oriented and demand driven systems whose graduates are better able to quickly play an effective part in their national economies. The fostering of public-private partnerships in the provision of TVET was seen as one strategy deserving of future focus.

*More information:*  
Sulieyman Sulieyman,  
Programme Specialist Technical and Vocational Education, UNESCO Office Beirut,  
s.sulieyman@unesco.org

## > Asia and the Pacific <

### TVET for Poverty Alleviation in Thailand: Fix It and More

Technical and Vocational Education and Training (TVET) in Thailand is like TVET in any other country. It aims at producing qualified manpower to meet the demand of the labor market and the economic development goals of the country, while at the same time developing the potential of individuals to be productive members of society.

In Thailand, TVET is also considered to be an important tool for poverty alleviation and social service. Thai people who have an income of less than 1,243 baht or 30 \$US per month are considered to be in a state of poverty. At present, about 7.5 million people (12% of the population) live below the poverty line. They are deprived from opportunities in education, health services, and other basic necessities. About 90% of the poor live in rural areas, engage in agricultural occupations, and rarely have the opportunity to obtain good education or training.

Since poverty alleviation is a major policy of Thailand as part of the Ninth National Economic and Social Development Plan (2002-2006), government agencies, including education institutions, have worked cooperatively to empower Thai people in rural areas through a holistic approach. The focus here lies not merely on increasing income but includes encouraging community involvement, providing access to government services, as well as providing the poor with opportunities to sustainably utilise natural resources.

In Thailand, there are 408 TVET colleges under the supervision of the Office of Vocational Education Commission. These colleges are located mostly in the provinces and rural areas. Currently, TVET colleges in Thailand are offering secondary, post secondary and short course vocational education and training. In order to comply with government policy on poverty alleviation, these colleges cooperate with other agencies to identify target groups and their needs and to develop plans to fight poverty in specific areas.

An integrated plan for poverty alleviation is not only an attempt to develop linkages among concerned agencies but also linkages of programmes and projects as well as subject areas of education and training. For instance, during a training on new ways to raise rice yields, farmers learn new techniques as well as management concepts in accounting, marketing, and distribution.

Major roles of TVET in poverty alleviation include the following activities:

- >> Planning and working cooperatively with other agencies to identify training needs.
- >> Providing information on skills training, job opportunities, and income generation.
- >> Organising mobile training units for remote areas.



Courtesy: Ministry of Education, Thailand

- >> Establishing flexible learning and validation of experience systems to attract more clients to TVET.
- >> Providing advice or coaching in different occupational areas.
- >> Integrating varied occupational skills into training courses.
- >> Conducting research to develop new approaches or improve existing technology in rural areas in order to improve professional performance.
- >> Organising and distributing indigenous knowledge related to occupations.
- >> Providing skills needed for earning a living in rural areas.

The recent establishment of a national project called "Fix It Centre" in cooperation with a number of agencies in rural areas is a good ex-

ample of the roles of TVET in poverty alleviation.

"Fix It Centres" are established in rural areas that are served by national TVET programmes. At least one teacher and five students staff each centre. Each group will spend a week or more in a village to repair occupational tools, machinery and household appliances as well as to train residents to fix these items themselves. The main objectives are to reduce costs of maintenance and repair and to extend the life span of tools, agricultural equipment and household appliances. The local people also learn how to maintain and use their material items properly. During the period of 15 August to 15 October 2005, the "Fix It Centre" project has been carried out

in 2000 villages throughout Thailand. Between 15 October 2005 and 14 February 2006, centres will be established in 20,000 villages. In order to make sure that this project meets its objectives efficiently, there will be ongoing monitoring and evaluation to obtain feedback for improvement.

"Fix It Centre" is a good opportunity for TVET teachers and students to learn from real life situations and to develop problem and results oriented attitudes. It is expected that a positive attitude towards TVET will be gained through this project. Students will also have obtained hands-on work experience. The project is fully supported by the Prime Minister of Thailand and takes place

in cooperation with the National Knowledge Management Office, the Community Development Department, the Skill Development Department, and the National Economic and Social Development Based Office. Students are employed while they are participating in this project. "Fix It Centre" is hopefully a valuable learning experience for TVET students.

*More information:*

*Dr Siripan Choomnoom,  
Office of Vocational Education Commission,  
Ministry of Education, Thailand,  
siripanch@hotmail.com*

## Mongolia: Developing TVET Policy and Strategy through Enhancing Stakeholders' Participation

The Mongolian economy has suffered many economic crises. In the past, Mongolia was heavily influenced by the socialist system. It is currently in transition, reorganizing from a planned economy to a market economy. Recent pilot labour market surveys show that economic growth over the last few years in several sectors, such as building and road construction, mining and tourism has led to an increased demand for a skilled workforce. Unfortunately, the current TVET system falls short of the expectations of the world of work. The Mongolian Government recognises the need to develop new and innovative TVET policies and strategies and strongly supports national TVET initiatives. The *Education Sector Strategy for 2000-2005* specifies the following main issues regarding TVET development:

- >> TVET should correspond to labour market demands
- >> Standards and an assessment system should be established
- >> Teacher training and retraining should be improved
- >> Technical and technological facilities should be upgraded

The ongoing reforms in Mongolia aim to change TVET from a highly specialised and compartmentalised education scheme to a more flexible system, e.g. through decentralisation. But the reforms could be more successful and efficient. One of the main obstacles encountered in TVET development is the lack of cooperation between the main stakeholders: between relevant ministries and key coordinators; between local and regional governments; and between the edu-

cation sector and businesses, NGOs and professional associations.

Social partnership between government ministries, the private sector, associations and NGOs was the focus of the national seminar on *Policy and Strategy Development of VET through Enhancing Stakeholders' Participation in Mongolia*. This seminar was held in Ulaanbaatar on 6-7 July 2005. It was jointly organised by the UNEVOC Centre of Mongolia, the Ministry of Education, Culture and Science and the Ministry of Social Welfare and Labour, with support from the UNESCO-UNEVOC International Centre.

Forty-eight participants from twenty-seven organisations were involved in the open discussions at the meeting.

Participants came from relevant ministries, vocational education schools, private training institutions, employers' federations, professional associations, national enterprises, foreign investment companies and donor and international organisations. The seminar was an important chance for many different stakeholders, who normally work separately, to share their experiences and problems and to discuss the essential components of a national VET policy. All participants contributed ideas and expressed a willingness to cooperate in the consolidation of efforts in TVET.

One of the main outcomes of the meeting was the decision to create a joint working group of representatives of the Ministry of Education, Culture and Science and the Ministry of Social Welfare and Labour. The working group will drive further development of TVET policy on the basis of the joint recommendations that were de-

veloped at the meeting and handed to the Mongolian government.

Another important outcome of the meeting was that a "National Council" consisting of a larger number of private sector organisations would be recreated to enable the participation of stakeholders at different stages of policy and strategy development and implementation.



*Participants at the national seminar, Mongolia*

The seminar *Policy and Strategy Development of VET through Enhancing Stakeholders' Participation in Mongolia* also enabled a discussion on the implementation of the UNESCO normative instruments concerning TVET. This was initiated by a presentation on the *Revised Recommendations concerning Technical and Vocational Education* and the *Convention on Technical and Vocational Education* by Mr Efison Munjanganja, Head of UNEVOC Networks at the UNESCO-UNEVOC International Centre.

*More information:*

*Duger Bujinlkhаm, Team Leader,  
National Observatory of Mongolia –  
UNEVOC Centre, Ministry of Education,  
Technology and Culture, Mongolia,  
dbujinlkhаm@hotmail.com or  
mon\_observatory@magicnet.mn*

## Spanish-Portuguese E-mail Forum



### Foro de correo electrónico Hispano-Luso

The Spanish-Portuguese E-mail Forum is an e-mail list provided by the UNESCO-UNEVOC International Centre. It was established as an outcome of the Regional Meeting of Latin American UNEVOC Centres in Brasilia in 2004. The Forum aims to serve as a platform for discussion and exchange on TVET topics relevant to Latin America and the Caribbean. It brings together educators, researchers and other interested people to share information on a non-commercial basis.

Many Latin American UNEVOC team leaders are subscribers to the UNESCO-UNEVOC E-Forum. However, their participation in the discussions is often inhibited due to limited language profi-

ciency in English. This was the reason why it was suggested to provide a similar service in Spanish and Portuguese.

Currently, the Spanish-Portuguese E-mail Forum is still at its beginnings, but we would like to expand the list and **invite all Spanish or Portuguese speaking TVET experts to sign-up.**

#### More information:

Astrid Hollander, Associate Expert,  
UNESCO-UNEVOC International Centre,  
A.Hollander@unevoc.unesco.org

If you are interested in professional discussions and exchange on TVET in Spanish and Portuguese, please send the following information to Ms Astrid Hollander at [A.Hollander@unevoc.unesco.org](mailto:A.Hollander@unevoc.unesco.org):

- >> Your first and last name and your country of residence;
- >> The name of your institution, if applicable;
- >> Your e-mail address;
- >> Your professional interest in TVET.

You will receive a confirmation via e-mail that you have signed up for the Spanish-Portuguese E-mail Forum, and you will subsequently receive all messages sent to the Forum.

## TVE Network for Latin America and the Caribbean

### Red de Educación Técnica y Vocacional de América Latina y el Caribe

The UNESCO Regional Office for Education in Latin America and the Caribbean (OREALC) seeks to strengthen the role of TVET by supporting regional mechanisms and national TVET initiatives. OREALC activities in TVET are aimed at enabling collaboration and dialogue between different stakeholders in the region and at facilitating the flow of information within countries. One OREALC TVET initiative is the recently established *Red de Educación Técnica y Vocacional de América Latina y el Caribe (Technical and Vocational Education Network for Latin America and the Caribbean)*. This network brings together representatives from ministries of education, universities and technical education institutions, as well as workers' and business representatives, all of whom are involved in policy development and reform. The working languages of the network are Spanish and Portuguese.

The network's planning and coordination work is carried out in the context of seminars and meetings organised by its members. So far, Brazil and Chile have hosted such meetings, which focused on the learning needs of youth, employability of TVET graduates and best practices in TVET.

Participants at meetings of the *Red de Educación Técnica y Vocacional de América Latina y el Caribe* share information on issues that are common challenges, discuss possibilities for regional cooperation and plan activities aimed at

- >> Providing greater access to appropriate learning and life skills programmes for young people

- >> Exchanging innovative approaches and best practices in the region
- >> Supporting TVET graduates through job placement (successful inclusion of TVET graduates into the world of work)

In 2006, OREALC is planning to increase the number of members in the *Red de Educación Técnica*

## Middle-level Technical and Vocational Education in Seven Latin American Countries

### La Educación Técnica y Profesional de Nivel Medio en Siete Países de América Latina: Aproximaciones a un Estado del Arte

This recent OREALC publication is a descriptive study and a comparative overview of TVET in Brazil, Cuba, Chile, Ecuador, Mexico, Paraguay, and Uruguay. It provides a record of best practices and new trends and innovations in TVET in the region that emerged as a response to profound changes in the labour market. The study identifies three common and crucial problems currently existing in TVET:

- >> Technical graduates are not adequately prepared and trained to meet the requirements of globalised and competitive economies

- >> TVET is not very attractive and is considered to be less prestigious than higher education
- >> Installation and maintenance costs required to run an effective TVET programme are high compared to other education programmes.

This study is directed at decision- and policy-makers. Since only limited information of this kind exists in the region, it is expected that it will serve as a useful source of information for developing education strategies and policies.

The study (in Spanish) can be downloaded in printable PDF format from the OREALC website at [www.unesco.cl](http://www.unesco.cl)

#### More information:

Beatriz Macedo, Regional Specialist for TVET,  
OREALC/UNESCO, Santiago de Chile,  
[bmacedo@unesco.cl](mailto:bmacedo@unesco.cl)





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y *Vocacional de América Latina y el Caribe*. It wants to broaden the network's scope by setting up an electronic forum and modifying its current image of being institution bound. The goal is to encourage those individual TVET experts who are keen to share their ex-

perience with other specialists in the region to join the *Red de Educación Técnica y Vocacional de América Latina y el Caribe*.

*More information:*

*Beatriz Macedo, Regional Specialist for TVET, OREALC/UNESCO, Santiago de Chile, [bmacedo@unesco.cl](mailto:bmacedo@unesco.cl)*

## > Short News <

### New BiBB President

**O**n 1 July 2005, Manfred Kremer, a well-known and committed vocational training specialist, joined as President the German Federal Institute for Vocational Education and Training (BiBB).

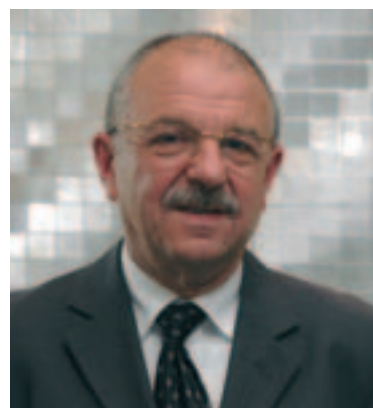
From January 2002 to mid-2005, Mr Kremer headed the Vocational Training Directorate at the German Federal Ministry of Education and Research. Prior to this, he served for many years in

the Ministry as Head of the Division for Vocational Training Policy Issues.

BiBB is one of the main partner institutions of the UNESCO-UNEVOC International Centre and is the UNEVOC Centre in Germany.

On behalf of the staff of the UNESCO-UNEVOC International Centre, I congratulate Mr Kremer and wish him every success in his new position. We look forward to further fruitful cooperation between our two institutions.

Rupert Maclean  
Director



*Mr Manfred Kremer, President of the German Federal Institute for Vocational Education and Training*

## > Inside UNESCO-UNEVOC International Centre <

### Visitors to the Centre

#### April 2005

**Dr Margarita Pavlova**, Griffith University, Brisbane, Australia

**Ms Maureen Wang'ati**, Executive Director/Evaluation Specialist, Measure Africa Evaluation Consulting, Kenya, **Prof. J. S. Rajput**, former Director NCERT, India, and **Dr Andreas König**, Consultant in Skills Development and Vocational Training, Switzerland, visited UNEVOC from 25 to 29 April to carry out an independent evaluation of the UNESCO-UNEVOC International Centre.

**Mr Florent Loiseau** and **Ms Atsuko Shintani**, Assistant Evaluation Specialists, Evaluation Section, UNESCO, Paris

#### May 2005

**Dr Adoum Ngaba-waye**, Coordinator, CREFELD, Chad

#### June 2005

**Dr John Fien**, RMIT University, Melbourne, Australia

**Mr P. M. Leelaratne**, Secretary, Ministry of Environment and Natural Resources, Sri Lanka

**Prof. Dr Man-Gon Park**, DG & CEO, and **Prof. Myong Hee Kim**, Assistant Faculty, Colombo Plan Staff College for Technician Education, Pasig City, Manila, Republic of Philippines

**Mr Stefan Erber**, GTZ Team Leader, BOTA, Botswana, and **Mr Eric Odolei**, GTZ Advisor, BOTA, Botswana

**Mr Peter J. Croll**, Director, Bonn International Centre for Conversion, Germany

**Dr Javier Rodriguez Cuba**, Consultant for Education and Employment, Universidad de Educación, Lima, Peru

**Mr Manuel Cardoso**, Assistant Programme Specialist, UNESCO Institute for Statistics, Montreal, Canada

**Dr Stephen Billet**, Associate Professor of Adult and Vocational Education, Griffith University, Nathan, Australia

#### July 2005

**Mr G. Kriushnamurthy**, Director, Sewalanka Foundation, Boralesgamuwa, Sri Lanka

**Dr Barbara Malina**, German National Commission for UNESCO, Bonn, Germany

**Prof. Zhou Nanzhao**, Director, International Centre of Teacher Education, East-China Normal University, Shanghai, China

Four senior vocational educators from UNEVOC Centres in the Central Asian Republics: **Ms Shaizada Tasbulatova**, Republican Institute for Management Development in Education, Almaty, Kazakhstan, **Ms Djamila Adjikhodjaeva**, National Observatory, Bishkek, Kyrgyzstan, **Ms Sofiya Eftakova**, Ministry of Labour, Tajikistan, and **Mr Zafar Sattorov**, Ministry of Education, Tashkent, Uzbekistan, visited the UNESCO-UNEVOC International Centre for a briefing before participating in a seminar on social partnerships in Germany.

### August 2005

A delegation of TVET experts from Saudi Arabia

### September 2005

**Dr Margarita Pavlova**, Griffith University, Brisbane, Australia

**Dr Toshio Ohsako**, UNESCO Consultant, University of Tokyo, Japan

### October 2005

**Mr Gregor Verhufen**, Specialist for Asia, University of Bonn, Germany

**Ms Naing Yee Mar**, Partner, GloCorp NV, Strategy/Impact Improvement, Naarden, the Netherlands

**Mr Harmen van Paradijs**, Publishing Editor, Springer Science and Business Media, Dordrecht, the Netherlands

**Mr Friedrich Stefan** and **Mr Bernhard Sickling**, Bundeswettbewerb Fremdsprachen, Bonn, Germany

**Mr K.P. Murthy**, Strategic Consultant, MICO-BOSCH, Bangalore, India, and **Mr Sunil Arora**, Export Manager, Power Tools-Bosch, Leinfelden-Echterdingen, Germany

### November 2005

**Mr Bruno Lefèvre** and **Ms Anne Keller**, Bureau of Strategic Planning, UNESCO Headquarters, Paris

## > UNEVOC Publications <

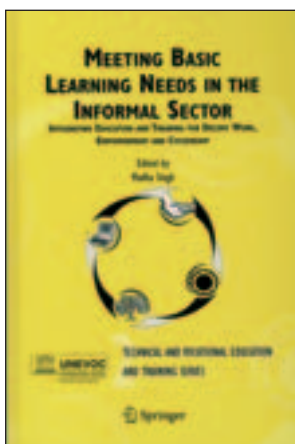
### UNEVOC INTERNATIONAL LIBRARY OF TVET

#### >> Vocationalisation of Secondary Education Revisited



Jon Lauglo and Rupert Maclean (see also page 4). This study focuses on the relationships between secondary education and education for the world of work. It provides concrete examples of the vocationalisation of secondary education, with particular reference to the situation in Africa, and examines constraints that exist concerning the vocationalisation of secondary schooling. Published by Springer, the Netherlands, in the *UNEVOC Book Series on Technical and Vocational Education and Training: Issues, Concerns and Prospects*; English; can be ordered at [www.springer.com](http://www.springer.com)

#### >> Meeting Basic Learning Needs in the Informal Sector Integrating Education and Training for Decent Work, Empowerment and Citizenship



Madhu Singh (see also pages 4-6). This anthology brings together basic facts and features about basic learning needs and skills of people working and living in the informal economy. It presents case studies from different countries examining educational and training strategies for meeting these learning needs. Published by Springer, the Netherlands, in the *UNEVOC Book Series on Technical and Vocational Education and Training: Issues, Concerns and Prospects*; English; can be ordered at [www.springer.com](http://www.springer.com)

#### >> UNEVOC Annotated Bibliographies of Technical and Vocational Education and Training

This is a series of literature reviews on key issues in TVET and is directed to researchers, policy-makers and practitioners working in TVET. The following titles have been published to date:

1. TVET for Sustainable Development
2. Women and TVET
3. Youth Unemployment – Meeting the Needs of Youth
4. Exploitative Work – Child Labour
5. Occupational Health and Safety



English; can be downloaded free of charge from: <http://www.unevoc.unesco.org/publications> or ordered at: [order@unevoc.unesco.org](mailto:order@unevoc.unesco.org)

## UNESCO-UNEVOC International Centre in 2004 – Highlights

This brochure contains information on the UNESCO-UNEVOC International Centre's noteworthy achievements in the areas of networking, knowledge sharing, training and promoting inter-agency collaboration in TVET in 2004. English; can be downloaded free of charge from: <http://www.unevoc.unesco.org/publications/pdf/UNEVOCHighlights2004.pdf> or ordered at: [order@unevoc.unesco.org](mailto:order@unevoc.unesco.org)

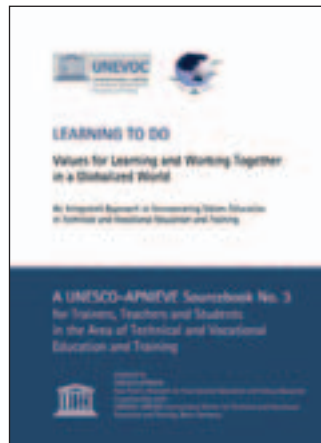


## Learning To Do: Values for Learning and Working Together in a Globalized World

### UNESCO-APNIEVE Sourcebook No. 3 for Trainers, Teachers and Students in the Area of Technical and Vocational Education and Training

Lourdes R. Quisumbing and Joy de Leo. This book is a resource for teaching and learning about values for working together in a globalized world. Its emphasis is on the integrated development of the whole person within the context of lifelong learning and TVET, in preparation for life and the world of work. The book contains lesson plans that can be adapted by TVET educators to be integrated into their own training packages, lessons and resource materials. English; can be downloaded free of charge from:

<http://www.unevoc.unesco.org/publications/pdf/LearningToDo.pdf> or ordered at: [order@unevoc.unesco.org](mailto:order@unevoc.unesco.org)



## Final Report of the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability"

This meeting took place in Bonn, Germany, 25-28 October 2004 as a five-year review of progress since the Second International Congress on Technical and Vocational Education. The final report includes presentations and discussions which took place at the meeting, as well as its conclusions (Bonn Declaration) and a set of suggestions to assist UNESCO in devel-



oping the TVET component of its action plan for the United Nations Decade of Education for Sustainable Development. English and French; can be downloaded free of charge from: <http://www.unevoc.unesco.org/sustainable> or ordered at [order@unevoc.unesco.org](mailto:order@unevoc.unesco.org)

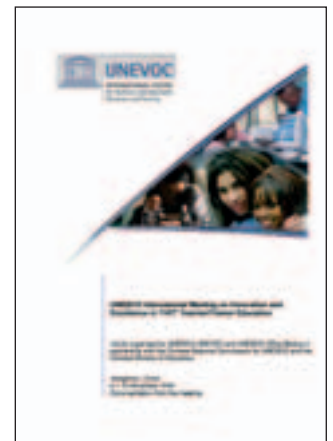
## Final Report of the Experts Meeting on "Skills Development for Employability and Citizenship: The South East European Experience with in a Global Context"

The meeting held in Vienna, Austria, 21-24 November 2004, 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 cooperation in these countries. English; can be downloaded free of charge from: [www.unevoc.unesco.org](http://www.unevoc.unesco.org) or ordered at: [order@unevoc.unesco.org](mailto:order@unevoc.unesco.org)



## Final Report of the UNESCO International Meeting on "Innovation and Excellence in TVET Teacher/Trainer Education"

Participants of the meeting in Hangzhou, China, 8-10 November 2004, discussed ways of improving the quality of TVET professionals through advanced study. The report includes proposals for the formation of a new international TVET association and an international curriculum framework for a masters-level programme in TVET teacher education and research. It also endorsed the Hangzhou Declaration. English; can be downloaded free of charge from: [www.unevoc.unesco.org](http://www.unevoc.unesco.org) or ordered at: [order@unevoc.unesco.org](mailto:order@unevoc.unesco.org)



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

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UNESCO-UNEVOC International Centre  
Görresstr. 15, 53113 Bonn, Germany  
Tel.: [+49] (228) 243370, Fax.: [+49] (228) 2433777  
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Email: [s.sulieman@unesco.org](mailto:s.sulieman@unesco.org)

>> **for the Portuguese version:**

UNESCO Office Brasilia  
Marilza Regattieri  
SAS - Quadra 05 - Bloco H - lote 06  
Ed. CNPq/IBICT/UNESCO - 9º andar  
70070-914 Brasilia - DF Brazil  
Tel.: [+55] (61) 2106 3566/65,  
Fax: [+55] (61) 322 4261  
Email: [grupoeditorial@unesco.org.br](mailto:grupoeditorial@unesco.org.br)

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## > Forthcoming Training Courses <



### Competency-based training of trainers

April/September 2006 (enrolment); distance learning; language: English

### Formación de formadores por competencias

April/May/September 2006 (enrolment); distance learning; language: Spanish

#### More information

Tel.: [+39] (011) 6936-523 (- 577, - 578, -111)

Fax: [+39] (011) 6936 469 / 6638 842

[delta@itcilo.it](mailto:delta@itcilo.it)

## > Forthcoming Events <

### Third International Congress of Management of Quality in the Systems of Education and Training, CIMQUSEF'2006

*The efficiency of the production of competences processes between employability and social and cultural cohesion*

**Date:** 24-26 April 2006; **Venue:** Rabat, Morocco; **Languages:** Arabic, English, French

**Organisers:** L'Association Marocaine pour l'Amélioration de la Qualité de l'Enseignement (AMAQUEN) and l'École Normale Supérieure de l'Enseignement Technique de Rabat (l'ENSET)

**Information:** [www.amaquen.org/amaquenweb/cimqusef2006/anglais/default.htm](http://www.amaquen.org/amaquenweb/cimqusef2006/anglais/default.htm)



### International Conference on Preparing Teachers for a Changing Context

**Date:** 3-6 May 2006; **Venue:** London, U.K.; **Language:** English

**Organisers:** Institute of Education, University of London, and Beijing Normal University

**Information:** [www.ioe.ac.uk/may2006](http://www.ioe.ac.uk/may2006)



### eLA - eLearning Africa: 1st International Conference on ICT for Development, Education and Training

**Date:** 24-26 May 2006; **Venue:** UNCC, Addis Ababa, Ethiopia; **Languages:** English, French

**Organiser:** ICWE GmbH - International Conferences, Workshops and Exhibitions and Hoffmann & Reif Consultants

**Information:** [www.elearning-africa.com](http://www.elearning-africa.com)