



**UNEVOC**

INTERNATIONAL CENTRE  
for Technical and Vocational  
Education and Training

# UNEVOC In Action

## >> 2002-2003



## Table of Contents

	<b>Acronyms</b>	>>	<b>3</b>
	<b>Foreword</b>	>>	<b>5</b>
<b>1</b>	<b>Introduction</b>	>>	<b>6</b>
<b>2</b>	<b>UNEVOC Networks and Services</b>	>>	<b>10</b>
2.1	The UNEVOC Network		10
2.2	Small Grants, Mobile Training Teams, Fellowships		14
<b>3</b>	<b>Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes</b>	>>	<b>16</b>
3.1	Regional Co-operation in Africa		16
3.2	Regional Co-operation in the Arab States		26
3.3	Regional Co-operation in Asia and the Pacific		29
3.4	Regional Co-operation in Latin America and the Caribbean		34
3.5	Ranking of TVET; Linkage with the World of Work		36
3.6	Co-operation between Donors and Recipients		38
<b>4</b>	<b>Knowledge Sharing and Clearing-house Services</b>	>>	<b>39</b>
4.1	Publications, Periodicals, Documents		39
4.2	Clearing-house; Dissemination		40
4.3	Knowledge Management		41
4.4	UNEVOC Web Pages		43
4.5	Electronic Forums and Dissemination Lists		44
<b>5</b>	<b>Promoting Partnerships Including Inter-agency Collaboration</b>	>>	<b>45</b>
5.1	Partnerships with UNESCO Member States		45
5.2	Inter-agency Collaboration		54
5.3	Public-private Partnerships		57
5.4	Relations within the Host Country		57
<b>6</b>	<b>Indexes</b>	>>	<b>60</b>
6.1	Countries		60
6.2	Institutions		61
6.3	Individuals		63
<b>7</b>	<b>Annexure</b>	>>	<b>65</b>
7.1	List of Publications, Periodicals, Documents		65
7.2	Events hosted by and in the UNESCO-UNEVOC International Centre		67
7.3	Visitors to the UNESCO-UNEVOC International Centre		69
7.4	Budget / Resources		74
7.5	Personnel Matters		75
7.6	Sources of Further Information		78

## Acronyms

<b>ADP</b>	Africa Drive Project
<b>AIF</b>	Agence intergouvernementale de la Francophonie
<b>APNIEVE</b>	Asia-Pacific Network for International Education and Values Education
<b>AYF</b>	African Youth Foundation
<b>BFIO</b>	Büro Führungskräfte zu Internationalen Organisationen
<b>BIBB</b>	Bundesinstitut für Berufsbildung (German Federal Institute for Vocational Training)
<b>BMBF</b>	Bundesministerium für Bildung und Forschung (German Federal Ministry for Education and Research)
<b>BMZ</b>	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (German Federal Ministry for Economic Co-operation and Development)
<b>BOTA</b>	Botswana Training Authority
<b>BREDA</b>	UNESCO Regional Office for Education in Africa, Dakar
<b>BSF</b>	Base des savoirs francophones of the AIF
<b>CHARD</b>	Centre for Aboriginal Human Resource Development, Canada
<b>CDG</b>	Carl Duisberg Gesellschaft
<b>CECAP</b>	Centro de Capacitación y Producción, Uruguay
<b>CEPES</b>	European Centre for Higher Education, Bucharest
<b>CERPEQ</b>	Centre d'Etudes et de Recherche sur les Professions et les Qualifications, Algeria
<b>CFDP</b>	Chinese Federation of Disabled Persons
<b>CIADFOR</b>	Centre Inter-africain pour le Développement de la Formation professionnelle
<b>CINTERFOR</b>	Centro interamericano de investigación y documentación sobre formación profesional
<b>COL</b>	Commonwealth of Learning, Vancouver
<b>DASSIE</b>	Distributed Advanced Strategic System for Industrial E-learning
<b>DFID</b>	Department for International Development, United Kingdom
<b>DSE</b>	Deutsche Stiftung für Internationale Entwicklung (German Foundation for International Development)
<b>DVET</b>	Department of Vocational Education and Training (Ministry of Education of Botswana)
<b>EFA</b>	Education for All
<b>ETF</b>	European Training Foundation, Turin
<b>GTZ</b>	Deutsche Gesellschaft für Technische Zusammenarbeit (German Agency for Technical Co-operation)
<b>IBE</b>	UNESCO International Bureau of Education, Geneva
<b>ICT</b>	Information and communication technology
<b>IIEP</b>	UNESCO International Institute for Educational Planning, Paris
<b>IITE</b>	UNESCO Institute for Information Technologies in Education, Moscow
<b>ILO</b>	International Labour Organization
<b>INCE</b>	Instituto Nacional de Cooperación Educativa, Venezuela
<b>InWEnt</b>	Internationale Weiterbildung und Entwicklung gGmbH (Capacity Building International)

## Acronyms

<b>IVETA</b>	International Vocational Education and Training Association
<b>ITB</b>	Industrial and Vocational Training Board, Mauritius
<b>IZZ/DWV</b>	Institute for International Cooperation of the German Adult Education Association
<b>KRIVET</b>	Korean Research Institute for Vocational Education and Training, Republic of Korea
<b>L3</b>	Life-Long Learning Project
<b>LEARNTEC</b>	European Congress and Specialist Trade Fair for Education and Information Technology
<b>LLWF</b>	Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Subregional Co-operation
<b>LSDA</b>	Learning and Skills Development Agency, United Kingdom
<b>NCB</b>	National Computer Board, Mauritius
<b>NGO</b>	Non-Governmental Organisation
<b>NNUC</b>	Nordic Network of UNEVOC Centres
<b>NORRAG</b>	Network of Policy Research Review Advisory Groups on Education and Training
<b>PATVET</b>	Pacific Association of TVET
<b>PDF</b>	Adobe Acrobat Portable Document Format
<b>PIEAO</b>	Partenariat inter-états d'Afrique de l'ouest" of the AIF
<b>PSSCIVE</b>	Pandit Sunderlal Sharma Central Institute of Vocational Education, India
<b>RMIT</b>	Royal Melbourne Institute of Technology, Australia
<b>SADC</b>	Southern African Development Community
<b>TCIET</b>	Technical Committee on Intermediate Education and Training (SADC)
<b>TVE</b>	Technical and vocational education
<b>TVET</b>	Technical and vocational education and training
<b>UIE</b>	UNESCO Institute for Education, Hamburg
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNITeS</b>	United Nations Information Technology Services
<b>UNU</b>	United Nations University
<b>UNU/EHS</b>	Institute for Environment and Human Security of the United Nations University
<b>UNV</b>	United Nations Volunteers
<b>VETA</b>	Vocational Education and Training Authority, United Republic of Tanzania
<b>WHO</b>	World Health Organisation
<b>YES</b>	Youth Employment Summit Campaign

## Foreword

The UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC International Centre) was established in Bonn, Germany, in September 2000, based on a Host Country Agreement signed earlier that year between UNESCO and the Government of Germany. The Centre was inaugurated on 8 April 2002.

This is the first biennial report issued by the UNESCO-UNEVOC International Centre on its various activities. The report does not cover the whole range of UNESCO activities in technical and vocational education and training (TVET) for the changing world of work, but only those undertaken by the UNESCO-UNEVOC International Centre. Complimentary activities undertaken by the Section for Technical and Vocational Education in UNESCO Paris, by the UNESCO International Institute for Educational Planning (IIEP), the UNESCO Institute for Education (UIE), the UNESCO International Bureau of Education (IBE), the UNESCO Institute for Information Technologies in Education (IITE), and UNESCO Cluster and Field Offices are reported on elsewhere.

As can be seen from this report, although the UNESCO-UNEVOC International Centre is a relatively new part of UNESCO, the Centre has been active in assisting UNESCO Member States strengthen and upgrade their systems of TVET and education for the world of work.

The Centre's activities focus on four main areas of TVET: strengthening the UNEVOC Network which, in late 2003, consisted of more than 230 Centres in over 150 UNESCO Member States; human resource development with regard to training for key personnel involved with TVET; knowledge sharing and clearing-house services to promote best and innovative practices; and promoting inter-agency collaboration and partnerships. This report provides full details on what the Centre undertook during the biennium 2002 to 2003 in each of its areas of responsibility.

In undertaking its various activities, the UNESCO-UNEVOC International Centre has sought to implement the Programme and Budget of UNESCO for 2002–2003 (31 C/5). The overarching objective of the technical and vocational education and training programme in UNESCO is to ensure that all beneficiaries of TVET, whether in formal or non-formal settings, are prepared for responsible citizenship with regard to skills development for employability and sustainable development.



*Background: Past and future premises of the UNESCO-UNEVOC International Centre: the 29-storey building "Langer Eugen" – being refurbished between 2002 and 2005 to become the UN Building in Bonn (UNEVOC offices: 25<sup>th</sup>–26<sup>th</sup> floors)  
Foreground: Interim premises of the UNESCO-UNEVOC International Centre from 15 July 2002 until mid 2005 (UNEVOC offices: 2<sup>nd</sup> floor)*

Two normative documents, the Convention on Technical and Vocational Education (1989) and the Revised Recommendation Concerning Technical and Vocational Education (2001), as well as the recommendations of the Seoul Congress (1999), have been applied to ensure the right of all, especially women and girls, the disadvantaged, marginalised and excluded groups, to have ready access to high quality and relevant TVET programmes.

We would like to extend our gratitude to the Government of Germany for the hosting and partial funding of the UNESCO-UNEVOC International Centre, especially to Mr Hermann Müller-Solger, Mr Karsten Brenner, Mr Herbert Diehl and Mr Michael Schlicht (from the German Federal Ministry of Education and Research, BMBF) as well as to Mr Stefan Lock, Mr Bernhard Kühn and Mr Heiko Fähnel (from the German Federal Ministry for Economic Co-operation and Development, BMZ), who have done much to facilitate the work of the UNESCO-UNEVOC International Centre in 2002 and 2003.

Rupert Maclean  
Director, UNESCO-UNEVOC International Centre

## 1. Introduction

*'I hope that the UNESCO-UNEVOC International Centre in Bonn will help to create a world where food for all, health for all and work for all can be taken for granted because education for all has been achieved.'*

With these words, Mr John Daniel, Assistant Director-General for Education of UNESCO, officially launched the UNESCO-UNEVOC International Centre on 8 April 2002.



*The Host Country Agreement being signed by Ms Edelgard Bulmahn, the German Federal Minister of Education and Research, and by Mr Koïchiro Matsuura, the Director-General of UNESCO, 12 July 2000*

### History

UNESCO has been active in the field of technical and vocational education and training (TVET) for more than 30 years. TVET is *"a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life"* - as defined in the UNESCO Revised Recommendation Concerning Technical and Vocational Education (2001).

The idea to launch a comprehensive project in technical and vocational education dates back to 1987. In that year, UNESCO held its First International Congress on Technical and Vocational Education in Berlin, Germany. At this Congress it was proposed that UNESCO should support the establishment of an international centre for research and development in technical and vocational education.

In 1991, the General Conference of UNESCO decided to launch the International Project on Technical and Vocational Education and Training (UNEVOC). Two years later an Implementation Unit became operational in Berlin.

The Second International Congress on Technical and Vocational Education held in Seoul, Republic of Korea, in 1999, requested UNESCO to launch a long-term programme on TVET from the year 2000 onwards. The General Conference of UNESCO adopted a resolution in 1999 authorising the Director-General to establish a UNESCO International Centre for Technical and Vocational Education and Training.

The Government of Germany generously offered to host the UNESCO-UNEVOC International Centre in Bonn. A Host Country Agreement was signed on 12 July 2000. The UNESCO-UNEVOC International Centre became operational in September 2000 and was inaugurated on 8 April 2002.

### The importance and role of technical and vocational education and training

Technical and vocational education and training for the world of work has been identified by UNESCO Member States as a priority area within UNESCO's range of programme activities. This is to be expected since there is overwhelming evidence to demonstrate that TVET can play an essential role in promoting sustainable human development and economic growth, with clear benefits for individuals, their families, local communities and societies in general.

Improving education for the world of work can help increase the incomes of workers in both the formal and informal sectors of the labour market, provide citizens with more choices in their working lives, help alleviate poverty, and empower individuals who would otherwise be marginalised.

In the twenty-first century, most work opportunities are likely to be centred on new processes and services that require specialised knowledge and skills not yet available in general education institutions. In least de-

veloped countries, more effective TVET skills are especially needed to best cope with the demands of the informal sector.

Furthermore, work is a fundamental part of most people's lives, not just to provide an income, but to help define their individual and social status and identity. It is for this reason that the notion of "decent work for all" is becoming increasingly recognised as a matter of great importance.

All of these factors point to the growing significance of TVET, both for the world of work and for promoting good citizenship in the contemporary world.

### UNESCO's activities

During the World Education Forum held in 2000 in Dakar, Senegal, an international conference organised jointly by several international agencies under the lead of UNESCO, more than 1,100 participants agreed on six goals to achieve "Education for All" (EFA), which together form the Dakar Framework for Action for EFA.

One of these goals is "to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes" (Goal 3). TVET is an essential component of such programmes, since it is one of the providers of learning and life-skills programmes for young people and adults and so it is important that access to TVET is provided in all countries, worldwide, as part of EFA.

Another key goal agreed by those attending the World Education Forum in Dakar was "to improve all aspects of quality education..." (Goal 6). This is particularly important since quality mainly affects the value and success of education programmes.

The Seoul Congress (1999) promulgated the concept of "technical and vocational education and training for all as a lifelong process" and described how young people may develop the competencies and skills to fulfil their aspirations, contribute to sustainable development and live as responsible citizens in pluralistic societies. The UNESCO-UNEVOC International Centre

translates the recommendations of the Seoul Congress into actions, such as "improving education and training throughout life", "technical and vocational education for all" and "enhancing international co-operation in TVET".

Two normative documents, the Convention on Technical and Vocational Education (1989) and the Revised Recommendation Concerning Technical and Vocational Education (2001), as well as the recommendations of the Seoul Congress, stipulate the right of all, especially the disadvantaged, the marginalised and other excluded groups, to have access to TVET. Special efforts are made by UNESCO to enhance access to quality TVET programmes for girls and women.

UNESCO provides policy guidelines to ensure that new crosscutting skills utilised in TVET programmes and in the informal sector, including career and life guidance as a means of poverty alleviation, contribute to the follow-up of the Dakar World Education Forum.

Efforts are made to assist the Member States through advocacy and training programmes to promote the cross-cutting skills demanded by the contemporary world of work, such as entrepreneurship, information and communication technologies, and an awareness of environmental issues.

CD-ROMs, websites and electronic forums are used to give such programmes wide exposure in Member States. Information exchange and access to research databases on TVET are facilitated through the UNEVOC Network, the UNEVOC website and electronic forum.

Co-operation with intergovernmental organisations, non-governmental organisations and private sector partners helps to implement the programme actions. Policy dialogue concerning the relation between education, training and the world of work is promoted through the strengthening of inter-agency co-operation, particularly with the ILO.

## 1. Introduction



*From left: Mr Pekka Aro (ILO), Mr Klaus Hüfner (German Commission for UNESCO) and Mr John Daniel (UNESCO) sending off messages to partners worldwide at the inauguration of the UNESCO-UNEVOC International Centre, 8 April 2002*

### The hub of the UNEVOC Network

The UNESCO-UNEVOC International Centre concentrates on providing technical backstopping to strengthen and upgrade TVET. It mainly focuses on:

- >> Promoting best and innovative practices in TVET,
- >> TVET system development,
- >> Improving access to TVET, and
- >> Assuring quality of TVET.

The Centre's primary focus is on least developed and developing countries, those in a post-conflict situation and countries going through a period of rapid transition. Special attention is given to meeting the specific needs of women and girls, disadvantaged groups such as those in remote areas, the poor, minority populations, and demobilised soldiers in a post-conflict situation.

As part of UNESCO, the UNESCO-UNEVOC International Centre undertakes its activities in close consultation with UNESCO Member States, in collaboration with the Division for Secondary, Technical and Vocational Education at UNESCO Headquarters, UNESCO Cluster and Field Offices and Institutes, and with partner agencies such as the ILO, thus making itself available as a platform for international co-operation in TVET.

The aim is to assist Member States to achieve high quality, relevant and cost-effective technical and vocational education and training for all. As such, the UNESCO-UNEVOC International Centre is part of the worldwide effort to achieve Education for All, which includes the promotion of functional literacy for the world of work and for good citizenship.

In many countries, education occurs in a rapidly changing economic and social context. This is certainly the case when it comes to education for work, since new technologies are changing the nature of work and this requires changes in the ways in which we prepare people for the world of work.

The UNESCO-UNEVOC International Centre is committed to assist countries to develop and strengthen their systems of technical and vocational education at a time



of rapid change. In order to achieve this, the Centre has developed tools that help involve experts and institutions worldwide, the four main tools being:

**1. UNEVOC networking:  
the flagship programme**

The UNESCO-UNEVOC International Centre is the hub of a worldwide network of over 230 UNEVOC Centres in more than 150 countries, which is currently being expanded to involve all UNESCO Member States.

**2. Human resource development and training to improve TVET in Member States**

The UNESCO-UNEVOC International Centre is concerned with providing training for key personnel in technical and vocational education and training in least developed and developing countries.

**3. Knowledge sharing and clearing-house services**

The UNESCO-UNEVOC International Centre facilitates the exchange of experience, innovations and best practices among policy-makers, researchers and practitioners in TVET. Its own publications programme ranges from a UNEVOC International Encyclopaedia of TVET, including an International Handbook and Book Series

on current developments in TVET, a newsletter under the title of UNESCO-UNEVOC Bulletin, to new forms of publishing, such as CD-ROMs and the Internet. In addition, the Centre prepares annotated bibliographies that showcase worldwide developments in TVET. Through its clearing-house function, the UNESCO-UNEVOC International Centre collects and disseminates relevant TVET materials with particular reference to best and innovative practices in TVET. One means of making available such information is the Centre's website at: [www.unevoc.unesco.org](http://www.unevoc.unesco.org).

**4. Promoting partnerships including inter-agency collaboration**

The UNESCO-UNEVOC International Centre aims to assist in developing a platform for inter-agency cooperation and exchange in TVET.

The most prominent network of the UNESCO-UNEVOC International Centre is the UNEVOC Network. The Centre strengthens and orchestrates this Network particularly at regional and subregional levels and provides refresher training for TVET policy-makers and practitioners from developing countries. Chapter 2.1 "The UNEVOC Network" highlights what the Centre achieved in this area during the 2002 to 2003 biennium.

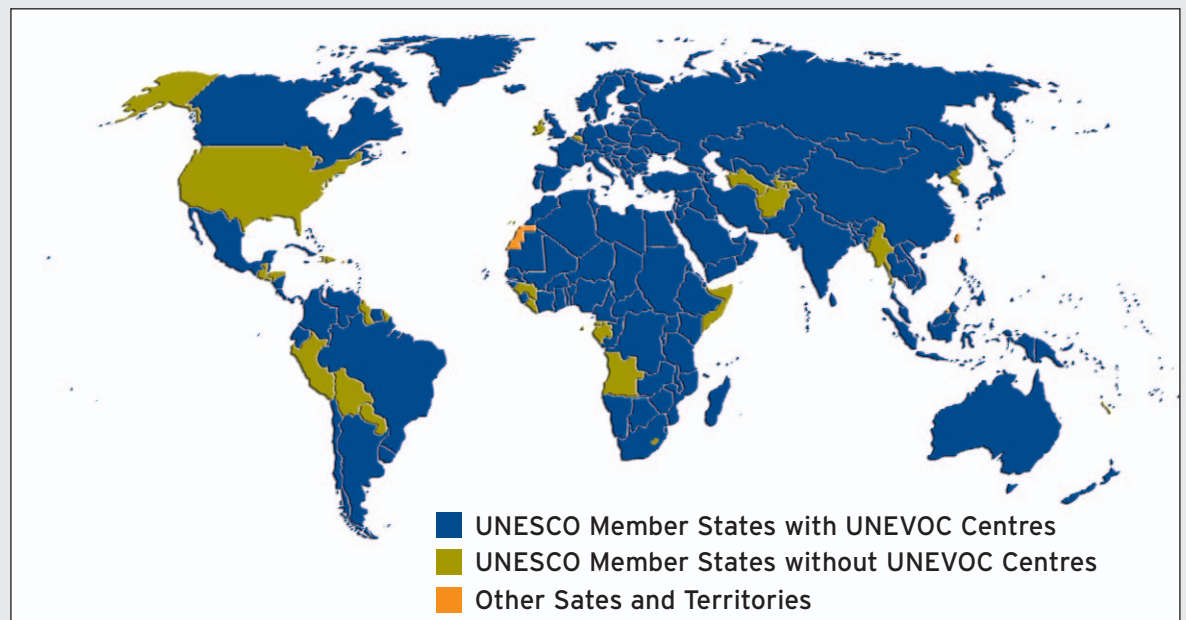


## 2. UNEVOC Network and Services

The UNESCO-UNEVOC International Centre provides a range of services to facilitate global networking and knowledge sharing among institutions as well as among individual experts with an interest in TVET. In this regard:

- >> The UNEVOC Network links national focal points in TVET, the "UNEVOC Centres" (see section 2.1).
- >> Dissemination of information is supported through periodicals and publications such as the UNESCO-UNEVOC Bulletin or project-specific newsletters (see section 4.1).
- >> The UNEVOC web pages make rich resources in TVET available to those who have access to the Internet. For those who are not connected yet, an "off-line version" of the web pages has been provided as an interim solution (see section 4.4).
- >> Electronic forums and dissemination lists provide a platform not only for dissemination of information, but also for identification of partners and for professional dialogue (see section 4.5).

### 2.1 The UNEVOC Network



*The worldwide UNEVOC Network <sup>1</sup>*

<sup>1</sup> The map represents the scope of UNESCO Membership and of the UNEVOC Network as at the end of 2003

Enhancing the sharing of knowledge as well as the exchange of experiences and information on best practices and innovative approaches related to the field of Technical and Vocational Education and Training, through the UNEVOC Network, are major challenges. This network constitutes a worldwide platform on which

UNESCO can pursue, in a practical way, its key functions as laboratory of ideas, standard-setter, clearing-house, capacity-builder and catalyst for international co-operation. The network is the primary mechanism for promoting the Revised Recommendation Concerning Technical and Vocational Education and Training (2001) in a decentralised manner, and hence assist Member States in making progress towards the skills

training agenda of EFA. The UNESCO-UNEVOC International Centre will – being the hub for this Network – collaborate closely with the national UNEVOC Centres in order to transform it into an international framework for common support and co-operation in TVET and to strengthen the international communication capacity of UNEVOC Centres in less privileged communication environments.

These national UNEVOC Centres will, where possible, develop and lead national networks; they will also see as one of their prime responsibilities ensuring an information flow to and from UNESCO and other national UNEVOC Centres regarding best and innovative practices in the field of TVET; and ensuring that expertise is shared among the members of the UNEVOC Network. At the end of 2003, over 230 Centres and Associate Centres from more than 150 Member States of UNESCO were linked in this way.

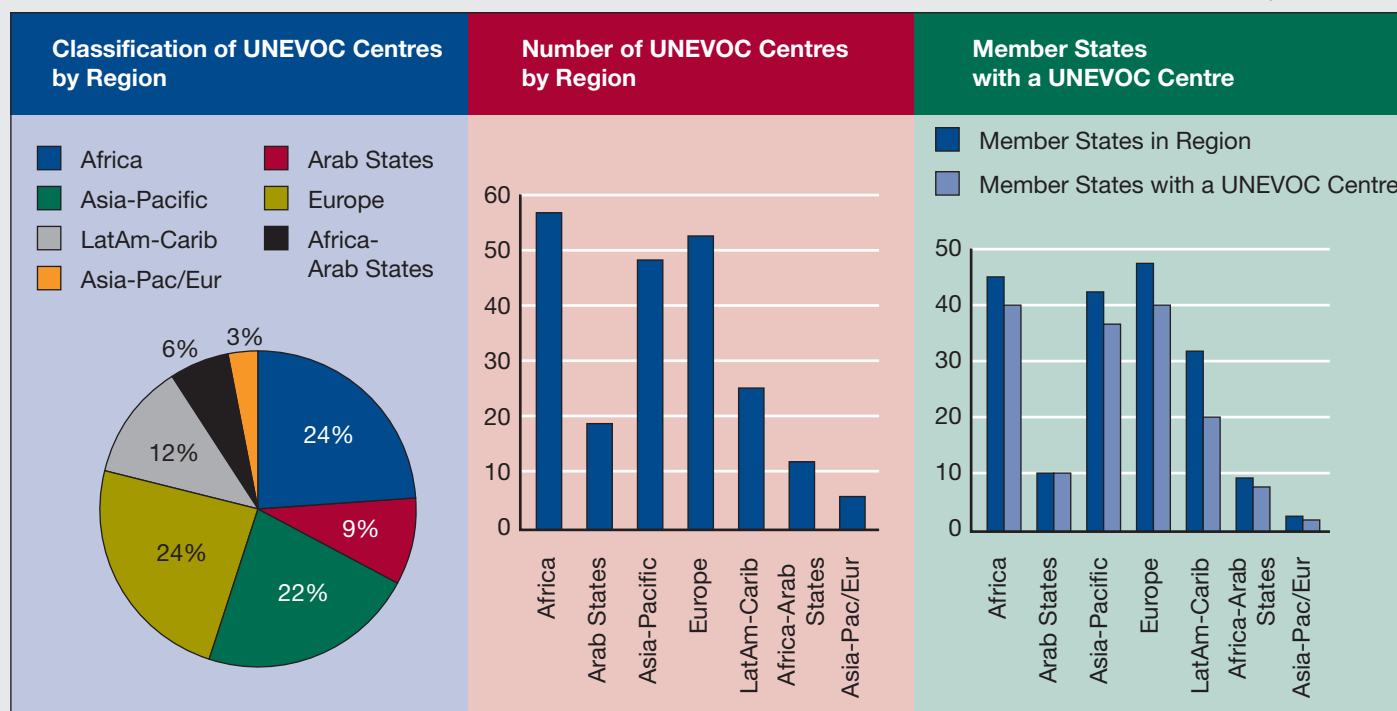
The Centres include Departments for TVET in Ministries of Education (21% of the total number of Centres), national TVET bodies (27%), universities and training institutions (24%) and schools and training centres (28%).

The international exchange and sharing of information is important for the UNEVOC Network. Members of the Network achieve this through various means, such as the E-Forum which brings together educators, researchers and other specialists in the field of TVET. It is used for announcing international events, for providing information on new publications and resources on the Internet, for making inquiries on the availability of materials such as curricula, and for identifying partners for international co-operation in research and development.

The UNEVOC Network enables the various National UNEVOC Centres to contact each other to exchange experiences and identify common challenges at the regional level. These contacts are increasingly leading to the promotion of regional co-operation and the execution of regional activities.

The following table presents the participation in UNEVOC by region<sup>2</sup>:

<sup>2</sup> Please note that in a number of cases Member States are affiliated with more than one region (for example with Africa and the Arab States, or with Europe and Asia & the Pacific).



Participation in the UNEVOC Network by region

## 2. UNEVOC Network and Services

In its programme and budget for the biennium 2004 to 2005, UNESCO has adopted "Using global networks in support of Education for All" as one of its Main Lines of Action.

### Survey

In line with this concept and the UNESCO-UNEVOC International Centre's policy for revitalising and strengthening the UNEVOC Network, a questionnaire was forwarded to all UNEVOC Centres in April 2002. The UNESCO-UNEVOC International Centre was seeking, through this questionnaire, these national Centres' views as to the "Future Outlook and Prospects of the UNEVOC Network". Their reactions were considered important for preparing the strategy for the next biennium as well as for utilising the Network's potential to the maximum.

Towards the end of 2002, a good number of reactions had been returned to the UNESCO-UNEVOC International Centre. The UNESCO-UNEVOC International Centre then invited Mr P. M. Leelaratne, team leader at the UNEVOC Centre in Sri Lanka, to assist in analysing the responses received. This was carried out in Bonn during April 2003.

Time constraints, limited human resources and financial means, as well as Internet-related problems, were quoted most frequently as being the main circumstances that prevented a number of UNEVOC Centres from making a more active contribution to the Network. The responses indicated, though, a clear wish to reinforce the contacts among the various UNEVOC Centres at both the regional and international level. Regular meetings were considered to be imperative for the promotion and execution of co-operative activities at the regional level. Reporting once or twice a year on activities carried out by the national Centres, echoed by a number of participants, was seen as a useful activity. Most Centres seemed to benefit well from the E-Forum services offered by the UNESCO-UNEVOC International Centre. However, the kind of participation in the UNEVOC Network differs widely: while some Centres are in a position to organise workshops and activities at the regional level, others merely see themselves as "consumers" of the information provided.

The report suggested three strategies or lines of action:

- >> Strengthening the information flow through the stimulation of mutually beneficial activities between the UNESCO-UNEVOC International Centre and the national UNEVOC Centres;
- >> Relocating national UNEVOC Centres in institutions that are strategic/focal points for TVET;
- >> Fostering and facilitating networking at national, subregional and inter-regional level through collaborative activities.

This report constituted a most important input for the Focus Group Meeting, which was held later in 2003 to exchange views on ways to strengthen the UNEVOC Network.

See: [www.unevoc.unesco.org/publications](http://www.unevoc.unesco.org/publications)

### Focus Group Meeting

The UNEVOC Network is considered to be the flagship programme of the UNESCO-UNEVOC International Centre. Following the preparation of the report on the survey, the UNESCO-UNEVOC International Centre held a direct consultation with key players in the Network on the development of a strategic medium-term plan for the further strengthening of the Network. It therefore organised a special Focus Group Meeting, which was consulted for working out recommendations on a range of issues. This meeting was convened on 20 and 21 November 2003 at the UNESCO-UNEVOC International Centre.

Approximately 20 experts from key UNEVOC Centres and UNESCO Offices attended, representing the world regions. Four key areas for discussion had been identified prior to the meeting:

- >> Type of objectives to be set for the Network;
- >> The optimum type of organisation and management infrastructure for the Network;
- >> Type of facilities and services that should be available to the Network;

>> Ways to strengthen and upgrade the Network in the most effective way.

The conclusions of the various group and plenary discussions were then grouped under two main headings: "Management and Governance of the Network" and "Membership of the Network: Roles and Responsibilities".

A final report, specifying the various recommendations for action, is available.

### Expansion of the Network

At the beginning of 2002, a total of 205 UNEVOC Centres and UNEVOC Associate Centres from 136 Member States participated in the UNEVOC Network.

The UNEVOC Network is the only global network in the field of TVET and the UNESCO-UNEVOC International

Centre aims to have all Member States participate actively in this network. The UNESCO-UNEVOC International Centre therefore invited National Commissions for UNESCO of countries who had not yet joined the UNEVOC Network to nominate an institution which could serve as their country's focal point for the Network. These contacts resulted in an increase in the total number of participating countries. Others indicated their interest in joining in the near future. The expansion of the Network will follow the guidelines for new membership criteria that are being developed based on the results of the Focus Group meeting. An Action Plan is being developed to that end.

At the end of 2003, the UNEVOC Network included 228 national focal points for TVET (157 UNEVOC Centres and 71 UNEVOC Associate Centres) in 156 Member States of UNESCO.

See: [www.unevoc.unesco.org/directory](http://www.unevoc.unesco.org/directory)

UNEVOC Centres that joined the UNEVOC Network during 2002 and 2003		
Region	Country	Institution
<b>Africa</b>	Comoros .....	Centre National Horticole, Moroni
	Gabon .....	Ecole Normale Supérieure de l'Enseignement Technique, Libreville
	Gambia .....	Gambia Technical Training Institute, Banjul
	Ghana .....	Accra Technical Training Centre, Accra
	Eritrea .....	Ministry of Education, Department of Technical and Adult Education, Asmara
<b>Asia and the Pacific</b>	India .....	Commissionerate of Intermediate Education (*), Hyderabad
	Maldives .....	Ministry of Education, Centre for Continuing Education, Male
	Palau .....	Ministry of Education, Bureau of Education, Koror
	Uzbekistan .....	Institute for the Development of Secondary Specialised and Vocational Education, Tashkent
<b>Europe</b>	Canada <sup>3</sup> .....	Centre for Aboriginal Human Resource Development, Winnipeg (*)
	Estonia .....	Foundation Vocational Education and Training Reform in Estonia, Tallinn
	Iceland .....	University of Iceland, The Research Liaison Office, Reykjavik
	Italy .....	Technological Institute, Reggio Emilia
	Malta .....	Malta College of Arts, Science and Technology (*), Paola
	The former Yugoslav Republic of Macedonia .....	Bureau for Development of Education, Skopje
<b>Latin America and the Caribbean</b>	United Kingdom .....	Learning and Skills Development Agency, London
	Chile .....	Ministerio de Educación, Unidad de Educación Media Técnico Profesional, Santiago de Chile
	Dominica .....	Isaiah Thomas Secondary/Technical School, St. Joseph
	Saint Kitts and Nevis .....	Clarence Fitzroy Bryant College, Basseterre
	Saint Lucia .....	Ministry of Education, Human Resource Development, Youth and Sports, TVET Unit, Castries
	Saint Vincent and the Grenadines .....	Ministry of Education, Youth and Sports - TVE Unit, Kingstown
	Uruguay .....	Centro de Capacitación y Producción, Montevideo
	Venezuela .....	Instituto Nacional de Cooperación Educativa (INCE), Caracas

(\*) UNEVOC Associate Centre 3 In UNESCO Canada is classified as part of the Europe region

## 2. UNEVOC Network and Services

### 2.2 Small Grants, Mobile Training Teams, Fellowships

In 2003 a project entitled "The UNEVOC Development Fund" was established under the UNESCO-BMZ funds-in-trust co-operation. It will become fully operational in 2004. The overall objective of the UNEVOC Development Fund is to improve the status and functioning of TVET by encouraging more active participation of the UNEVOC Centres in the UNEVOC Network. The project consists of four different strands of activities:

- >> **Strand 1:**  
UNEVOC Small Grants Programme
- >> **Strand 2:**  
UNEVOC Mobile Training Team Programme
- >> **Strand 3:**  
UNEVOC Fellowship Programme
- >> **Strand 4:**  
Partnerships and Inter-agency collaboration in support of revitalising the UNEVOC Network.

Under strand 1 (UNEVOC Small Grants Programme), UNEVOC Centres may submit project proposals to the UNESCO-UNEVOC International Centre. The aim is to upgrade the TVET systems in Member States through the revision of existing curricula or courses, or the development of new curricula or courses, through the revision of the structure of the TVET system or through staff retraining.

The UNEVOC Mobile Training Team Programme (strand 2) aims to assist Member States in enhancing their capacities for promoting innovations and best practice in the area of TVET for the world of work. It does so by arranging for the Member State to benefit from the expertise and experiences of other countries through visits of national officers to study relevant innovative programmes or projects in those countries; and through the involvement of resource persons from other countries in the region to supplement the core faculty responsible for in-county training workshops.

Under strand 3, the purpose of the UNEVOC Fellowship Programme is to provide an opportunity for individual professional staff to undertake various aspects of re-

search, study and project work in the UNESCO-UNEVOC International Centre. This can take various forms, such as examining latest innovations and best practices in TVET; examining concrete ways of strengthening the activities of a particular UNEVOC Centre; drafting a background paper for a planned meeting on TVET; or assisting with the implementation of programme activities undertaken by the UNESCO-UNEVOC International Centre. Thus, the UNESCO-UNEVOC International Centre's work can also benefit from the input of its Fellows.

During 2003, the UNESCO-UNEVOC International Centre invited four individuals to come to Germany.

- >> Mr P. M. Leelaratne, Director of the Tertiary and Vocational Education Commission (UNEVOC Centre) in Sri Lanka, stayed at the UNESCO-UNEVOC International Centre from 14 to 30 April 2003. He analysed responses regarding the questionnaire on the "Future Outlook and Prospects of the UNEVOC Network" and wrote a consolidated report summarising the various observations and recommendations made (see page 14). He also prepared a set of initiatives on ways to reinforce the UNEVOC Network and to strengthen the networking capability of national UNEVOC Centres in order to utilise the Network's potential to the maximum.
- >> Ms Bernadetta Ndunguru, Director at the Vocational Education and Training Authority (VETA), United Republic of Tanzania, visited the UNESCO-UNEVOC International Centre in July and August 2003. The purpose of her stay was the preparation of a follow-up workshop on the initiative "Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Sub-Regional Cooperation", which took place in Dar es Salaam from 24 to 26 September 2003.
- >> Ms Shubhangi Sharma and Mr Murari Lal Thanvi from Rajasthan, India, visited the UNESCO-UNEVOC International Centre from 6 to 24 of October 2003. Ms Sharma and Mr Thanvi work for the Doosra Dashak Foundation for Education and

Development. Doosra Dashak, literally meaning "second decade", is about education and the empowerment of persons in the 11 to 20 years age group, mainly focussing on adolescents living in the rural areas of Rajasthan. The project aims to function as a lever for larger social and economic development. During their stay in Germany, Ms Sharma and Mr Thanvi visited several institutions working in the area of TVET and in capacity building for youth and adults. The purpose of this was to see the work being done by the various institutions, to identify some core issues or areas which can be adapted to the Indian con-

text, to find out synergical points between Doosra Dashak and the institutions visited, and to learn from the vision, approach and processes adopted by these institutions how best to work in the area of their concern. Upon their return to India, Ms Sharma and Mr Thanvi convened several meetings to share their experiences with their colleagues, especially those working in the area of training the trainers and of curriculum development, in order to make sure that their experience in Germany will have a wide impact on the work of Doosra Dashak.



### 3. Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes

#### 3.1 Regional Co-operation in Africa

##### 3.1.1 Southern Africa: Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Subregional Co-operation



#### The Initiative

At UNESCO's Second International Congress on Technical and Vocational Education, held in the Republic of Korea in 1999, participants adopted a range of recommendations concerning the development and improvement of technical and vocational education and training (TVET) in Member States.

While these recommendations received unanimous support, participants expressed the need to make them more operational and to promote their implementation, particularly in developing countries.

To this end, the Department of Vocational Education and Training of the Ministry of Education of Botswana and the UNESCO-UNEVOC International Centre jointly developed an initiative entitled "Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Subregional Co-operation". This initiative was launched at a workshop held in Gaborone, Botswana, in December 2000.

Its main objective is to develop subregional co-operation in TVET among the 14 Member States of the Southern African Development Community (SADC) which currently include Angola, Botswana, the Democratic Republic of the Congo, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, the United Republic of Tanzania, Zambia and Zimbabwe.

*The motivation for this initiative was a response to a situation whereby Botswana and most of our countries in the subregion tended to have closer links to Europe than with each other in respect of Technical and Vocational Education and Training, referred to as TVET for short. This resulted in strong North-South links but few South-South links. No doubt there are some interesting projects in our various countries in the subregion through which we could learn from each other.*

Mr K. G. Kgoroba, Minister of Education, Botswana





Member States of the Southern African Development Community (SADC)

### 3. Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes

#### LLWF Project Proposals: An Overview

##### 1. Enhancing access to effective technical and vocational education and training: a feasibility study

A large number of barriers to access to TVET have been identified, which will be addressed by the activities mentioned in this project proposal.

##### 2. The development of a quality assurance programme

The objective of this project is to establish quality assurance mechanisms for TVET up to diploma level in SADC Member States.

##### 3. Professional staff development programme in TVET

This project's objective is to improve the quality of the delivery of TVET in the SADC region through the development of further staff training mechanisms.

##### 4. The development of an information and communication technologies programme

The objective of this project is to facilitate the use of information and communication technologies in the world of work through the delivery of high quality TVET.

##### 5. The development of a training programme for the unemployed and for the informal sector

This project's objective is to develop training in entrepreneurial skills and job creation and to make it

accessible for the unemployed and people working in the informal sector.

##### 6. The development of a regional qualifications framework

The objective of this project is to establish national qualifications frameworks in the participating countries, which will later be developed into a regional qualifications framework with the ultimate goal being to facilitate the mobility and transferability of an educated and skilled workforce.

##### 7. HIV/AIDS in TVET staff development

HIV/AIDS infection rates are particularly high in the region. Due to HIV/AIDS, a still growing number of young people are confronted with a declining number of available teaching staff. Therefore, all participants of society – including staff and students of TVET institutions – need to combat the further spreading of the virus. The project will focus on several activities related to this.

##### 8. Information, knowledge management, networking

This project builds a foundation for the successful implementation of the other projects mentioned above. Its overall aim is to enhance the effectiveness of TVET departments in Member States' ministries through a systematised subregional information sharing.

#### A Regional Qualifications Framework for Southern Africa?

At the LLWF workshop in Gaborone in December 2000, participants identified the project on the development of a SADC regional qualifications framework as one of the priorities in the reforming of vocational education and training systems in the countries of the region. A regional qualifications framework is seen as a means for simplifying, structuring, classifying and valuing the many existing qualifications and awards from all areas of education and training within each Member State and across the region. The regional qualifications framework could therefore prove useful in facilitating the mobility of learners and skilled workers in the region.

Although this project has occurred as a TVET initiative, it calls for the establishment of a regional qualifications framework and of national qualifications frameworks that cover the whole of the

education and training systems. One of the problems of TVET in Southern Africa is its 'cul-de-sac' nature: that is, once the learner enters the TVET system it is difficult to get back into the general or academic system again. This in turn has lowered the attractiveness of TVET. The proposed national qualifications frameworks and the regional qualifications framework are intended to provide open training and career routes between the academic and vocational systems and provide a frame for training and career progression where everyone can move horizontally and vertically.

From: UNESCO-UNEVOC International Centre and ILO, Terms of Reference for a Feasibility Study on the Development of a Regional Qualifications Framework for SADC Countries, 2002

The eight LLWF projects are making progress at various speeds. By the end of 2003, their status was as follows:

### **Project 1:**

#### **Enhancing access to effective technical and vocational education and training: a feasibility study**

The first step was to conduct a feasibility study concerning access in TVET in SADC Member States. In late 2002, the LLWF co-ordinators were in touch with donor agencies that had indicated interest in collaborating. The DVET, as co-ordinator of LLWF, co-ordinates a more detailed project document.

### **Project 2:**

#### **The development of a quality assurance programme**

In September 2003, the Vocational Education and Training Authority (VETA) of the United Republic of Tanzania held, in co-operation with the UNESCO-UNEVOC International Centre, a second subregional LLWF workshop to further develop the activities under Projects 2, 5 and 7 (see "Second LLWF Workshop", page 21).

### **Project 3:**

#### **Professional staff development programme in TVET**

A subregional workshop on "Status and Needs of Training of TVET Trainers in the Southern African Development Community" was held at the Industrial and Vocational Training Board (IVTB) of Mauritius, from 18 to 20 March 2003. It was initiated by the UNESCO Regional Office for Education in Africa, and co-sponsored by the UNESCO-UNEVOC International Centre.

### **Project 4:**

#### **The development of an information and communication technologies programme**

The first step was a survey on the application of information and communication technologies in TVET in the SADC region. The Chairman of the National Computer Board of Mauritius, jointly with the UNESCO-UNEVOC International Centre, developed a questionnaire, which was sent out to relevant Ministries in the SADC region in 2003.

### **Project 5:**

#### **The development of a training programme for the unemployed and for the informal sector**

The issue of training for the unemployed and for the informal sector is linked with project 1 (Access). In September 2003, the Vocational Education and Training Authority (VETA) of the United Republic of Tanzania held, in co-operation with the UNESCO-UNEVOC International Centre, the second subregional LLWF workshop to further develop the activities under Projects 2, 5 and 7 (see "Second LLWF Workshop", page 21).

### **Project 6:**

#### **The development of a regional qualifications framework**

The UNESCO-UNEVOC International Centre and the International Labour Organization (ILO) have jointly elaborated "Terms of Reference for a Feasibility Study on the Development of a Regional Qualifications Framework for SADC Countries" (see box below). The study will be undertaken as soon as the budget becomes available.

### 3. Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes

#### Project 7:

##### HIV/AIDS in TVET staff development

Botswana has submitted a comprehensive proposal through the National Aids Coordinating Authority. In September 2003, the Vocational Education and Training Authority (VETA) of the United Republic of Tanzania held, in co-operation with the UNESCO-UNEVOC International Centre, the second subregional LLWF workshop to further develop the activities under Projects 2, 5 and 7 (see "Second LLWF Workshop", page 21).

#### Project 8:

##### Information, knowledge management and networking

The overriding approach to improving subregional co-operation is project 8: Information, knowledge management and networking in TVET. This is considered to be the backbone for enhanced South-South co-operation in TVET in the SADC region. A strategy was developed during the 10th European Congress and Specialist Trade Fair for Education and Information Technology (see Special UNESCO-UNEVOC Workshop "Focus Southern Africa" below). A private software company (SAP AG) has offered to sponsor the technological platform and to support training activities.

As soon as local prerequisites for the local hosting of the knowledge management server in Southern Africa have been met and the platform is operational, training activities will start.

#### Special UNESCO-UNEVOC Workshop "Focus Southern Africa"

The 10th European Congress and Specialist Trade Fair for Education and Information Technology (LEARNTEC 2002) was held in Karlsruhe, Germany, in February 2002.

Thanks to the support by the Scientific Directors of LEARNTEC, Mr Winfried Sommer and Mr Uwe Beck, and with generous sponsorship from various sources, including the private sector, 13 TVET and ICT experts from UNEVOC Centres and other LLWF stakeholders had the opportunity to attend the Special UNESCO-UNEVOC Workshop "Focus Southern Africa", organised by the UNESCO-UNEVOC International Centre in co-operation with the Department of Vocational Education and Training, Ministry of Education of Botswana. Participants came from Botswana, Lesotho, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, the United Republic of Tanzania, Zambia, and Zimbabwe.

The workshop provided an opportunity to discuss experience with the Ministers of Education of South Africa's Cape Province, Mr André Gaum, and North West Province, Mr Zacharia Pitso Tolo, and stakeholders Ms Ngoato Takalo and Mr Danie Kok, on the related projects DASSIE (Distributed Advanced Strategic System for Industrial e-Learning) and ADP (Africa Drive Project).

The interest of participants focused on two issues:

- >> Improving knowledge management in TVET in the subregion by introducing an Internet server;
- >> Providing a technical platform for the development, management and delivery of e-learning content across SADC.

This was particularly fuelled by the announcement of SAP AG, one of the largest software producers worldwide, to sponsor a suitable software platform, the "SAP Learning Solution/ Knowledge Warehouse", as well as the hardware (server) and training for administrators and users.

This platform would allow SADC Member States to make relevant content available in order to have documents shared.



The following steps were considered feasible by all participants:

1. The UNESCO-UNEVOC International Centre was encouraged to accept the generous offer of SAP to make an Internet server with the "SAP Learning Solution/ Knowledge Warehouse" available for knowledge management as well as e-learning in SADC countries.
2. SADC Member States will make relevant content available in order to have documents shared, such as policy documents, blueprints, syllabuses, curricula, teacher training materials, assessment and certification documents, etc.
3. Training requirements have been identified in the following areas:
  - >> Identification and classification of content to be shared;
  - >> Operation and management of the system;
  - >> Methods of retrieval of content from the knowledge server.

Mobile Training Teams were considered as an appropriate means to train relevant staff in participating countries.
4. A Steering Group was established among participating countries and the UNESCO-UNEVOC International Centre that will decide on issues of common interest and will monitor the project. It will include other relevant stakeholders such as the SADC Secretariat and SAP AG.
5. The Steering Group will approve a focal point within the SADC region to monitor the consistency as well as the uploading, classification and management of the content.

Participants encouraged the UNESCO-UNEVOC International Centre, SAP AG and other public and private partners to support this initiative, which was considered to be a helpful backbone for enhanced South-South co-operation in TVET in the SADC region.

See: [www.unevoc.unesco.org/learntec2002](http://www.unevoc.unesco.org/learntec2002)

## Second LLWF Workshop



The Vocational Education and Training Authority (VETA) of Tanzania and the UNESCO-UNEVOC International Centre held a follow-up LLWF workshop in Dar es Salaam from 24 to 26 September 2003.

This workshop provided an opportunity for members of the UNEVOC Network and other stakeholders from the Southern African Development Community (SADC) to develop collaboration in the following projects, which were identified at the initial workshop of LLWF in Gaborone, Botswana, in December 2000:

- >> The development of a quality assurance programme;
- >> The development of a training programme for the unemployed and for the informal sector;
- >> HIV/AIDS in TVET staff development.

On Wednesday 24 September 2003, Mr Pius Y. Ng'wandu, Minister for Science, Technology and Higher Education of the United Republic of Tanzania, opened the workshop officially.

To facilitate the discussion on these three key topics, TVET experts from SADC Member States were invited to contribute papers, which included:

- >> An analysis of the situation in their countries;
- >> Past and current reforms/developments;
- >> Current needs for improvement;
- >> Strengths and weaknesses of the country response to the challenges; and
- >> Past and current international/donor support.

A resource person reviewed these papers and prepared a Main Working Document for the workshop.

Sixty participants from Botswana, Malawi, Mauritius, South Africa, Swaziland, Zambia, Zimbabwe and Tan-

### 3. Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes

zania attended the workshop.

The workshop was structured through working groups. There was a general consensus that these groups needed to be guided towards agreed outcomes. A professional Chief Moderator from Germany was therefore engaged to train 12 selected participants as moderators to facilitate the discussions. This training took place during the two days preceding the workshop.

The participants undertook some stocktaking in the three areas and developed project proposals. These included strategies to enhance collaboration within SADC to facilitate sharing of information and expertise, to stimulate joint development efforts and to establish networks among stakeholders engaged in the three areas.

Once the revised project proposals have been refined and structured, they can be appropriately implemented through the joint participation of several countries.

See: [www.unevoc.unesco.org/southernafrica/workshop2003/](http://www.unevoc.unesco.org/southernafrica/workshop2003/)

#### Support structure: Networking, monitoring, evaluation

Networking, monitoring and evaluation are seen as an essential support structure to make the LLWF Initiative sustainable.

Some of the projects require external expertise or funding to be launched. The UNESCO-UNEVOC International Centre has provided support for the mobilisation of funds. Following a presentation of the LLWF project proposals to the Working Group for International Co-operation in Skills Development, in Interlaken, Switzerland, in 2001, the conference of the Nordic Network of UNEVOC Centres on "Training for Survival and Development In Southern Africa: Skills Development and Entrepreneurship Education in International Development Co-operation – Experiences and Prospects" held in Oslo, Norway, from 14 to 15 November 2002, provided an opportunity to solicit partnerships from among the Nordic countries and their UNEVOC Centres.

#### LLWF Steering Group meetings

Meetings of LLWF partners and other interested parties were held on various occasions to review the progress of the projects, to plan further action, and to ensure communication among partners and stakeholders. These included the Department of Vocational Education and Training of the Ministry of Education of Botswana, the Vocational Education and Training Authority of the United Republic of Tanzania, the SADC Secretariat, the National Computer Board of Mauritius, the Industrial and Vocational Training Board of Mauritius, SAP AG, representatives of donor agencies, and the UNESCO-UNEVOC International Centre.

##### >> February 2002, Karlsruhe, Germany

The Special UNESCO-UNEVOC Workshop "Focus Southern Africa" in February 2002 (see page 20) provided an opportunity, jointly with stakeholders from eleven SADC countries and a representative of the SADC Human Resource Development Secretariat, to develop the LLWF initiative further.

##### >> July 2002, Bonn, Germany

From 14 to 16 July 2002, the LLWF Steering Group met Ms Marianne Nganunu, then Director of the Department of Vocational Education and Training (DVET), Ministry of Education, Botswana; Mr Grenville Jones, Consultant to the Department for International Development (DFID), United Kingdom of Great Britain and Northern Ireland; and Ms Bettina Mussgnug, SAP AG, Karlsruhe, Germany, at the UNESCO-UNEVOC International Centre.

Mr Trevor Riordan, Manager, Training Policies and Programmes, Skills Development Department, International Labour Organization; Ms Bernadetta Ndunguru, Director, Vocational Education and Training Authority, United Republic of Tanzania; and Mr Rolf Kristiansen, Coordinator, Nordic Network of UNEVOC Centres, participated via telephone conferencing.

##### >> October 2002, Port Louis, Mauritius

In response to an invitation by Mr Suresh Munbodh, Chairman, National Computer Board Mauritius, the UNESCO-UNEVOC International Centre took part actively in the information and communication technolo-

gies exhibition INFOTECH 2002 in Port Louis, Mauritius. LLWF Steering Group meetings were held with Mr Suresh Munbodh; Mr Roland Dubois, Director, Industrial and Vocational Training Board Mauritius; Mr Pradeep K. Joosery, Divisional Manager, Planning Division, IVTB Mauritius; Mr A. Munnohur, Assistant Manager, Training Centres Division, IVTB Mauritius; Mr James Williamson, Vice President of IVETA for the Eastern and Southern Africa region; and the UNESCO-UNEVOC International Centre. A courtesy visit was paid to Mr R. P. Ramlugun, Principal Assistant Secretary, Ministry of Education and Scientific Research, Mauritius.

#### >> November 2002, Oslo, Norway

At the occasion of a workshop organised by the Nordic Network of UNEVOC Centres (see "Partnerships with UNESCO Member States", page 45), Ms Bernadetta Ndunguru, Director, Vocational Education and Training Authority, United Republic of Tanzania, had an in-depth meeting with the UNESCO-UNEVOC International Centre in order to promote the preparation of the workshop to be held in the United Republic of Tanzania in 2003. Mr Halfdan Farstad and Mr Rolf Kristiansen, National Institute of Technology, Oslo, contributed as well.

#### >> March 2003, Gaborone, Botswana: Handover

In consultation with the current as well as the former Director of the Department of Vocational Education and Training, agreement was reached that DVET would hitherto act as the co-ordinator for the LLWF Steering Group, thus also assuming full responsibility for co-ordination with the SADC Secretariat in Gaborone, and for the follow-up of the "LLWF Newsletter".

### LLWF Newsletter

The "LLWF Newsletter" is part of the support structure provided to ensure the sustainability of the LLWF Initiative.

In October 2002, the first issue of the "LLWF Newsletter" was launched. It provides a platform for stakeholders to exchange information on the initiative "Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Sub-Regional Co-operation" (LLWF Initiative).

This first issue of the LLWF Newsletter provided updates on the progress reached so far in the various sub-projects of the LLWF Initiative. It also informed about other activities that might be of particular interest to LLWF stakeholders, such as the South African e-learning initiatives DASSIE (article by Ms Bettina Musgnug, SAP Corporate Research, Germany) and Africa Drive (article by Mr Danie Kok, SAP Corporate Research, South Africa).

The UNESCO-UNEVOC International Centre and the Department of Vocational Education and Training of the Ministry of Education of Botswana jointly prepared this initial issue. Those interested in LLWF activities were encouraged to contribute actively to its content, and partners in SADC Member States were asked in the newsletter to assume responsibility for the preparation of future issues.

While the UNESCO-UNEVOC International Centre is prepared to provide logistic support and backstopping, every effort from among stakeholders in the region to assume ownership was explicitly welcomed.

See: [www.unevoc.unesco.org/southernafrika](http://www.unevoc.unesco.org/southernafrika) > LLWF Newsletter

### LLWF List

Since December 2000, the UNESCO-UNEVOC International Centre is providing an electronic mailing list for stakeholders and other interested parties in Southern Africa (see also "LLWF List", page 44). It serves to facilitate the flow of information and communication related to the LLWF initiative.

See: [www.unevoc.unesco.org/southernafrika](http://www.unevoc.unesco.org/southernafrika)



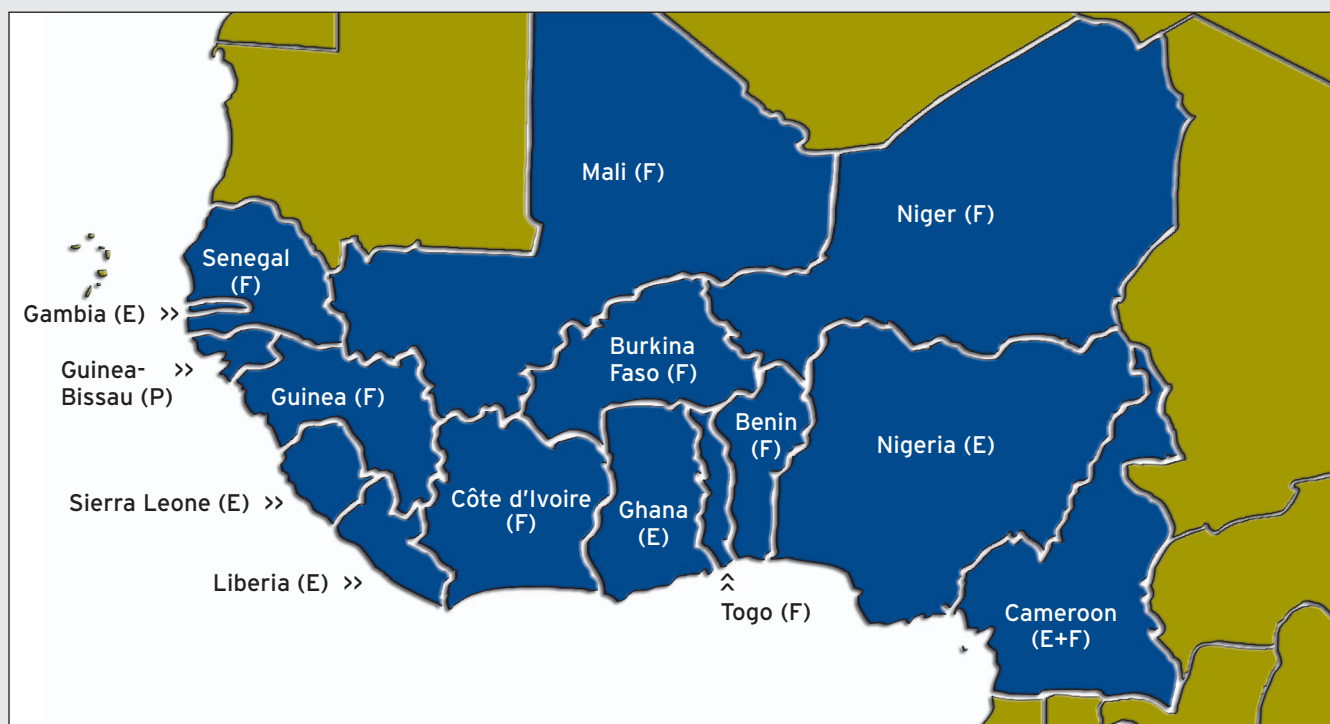
### 3. Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes

#### 3.1.2 West Africa

##### Co-operation among West African Countries in Technical and Vocational Education and Training

In the case of West Africa, the UNESCO-UNEVOC International Centre and its partners in the subregion, especially the Regional UNESCO Office in Dakar, decided to invite TVET specialists and representatives of international organisations to a workshop in May 2002 in

Dakar, Senegal. The main aim of the workshop was to identify what kind of subregional co-operation in TVET already existed and how this could be improved and further developed to the benefit of the countries concerned.



West African countries and official languages  
E = English; F = French; P = Portuguese



## Workshop on Subregional Co-operation

Some subregional co-operation in the field of technical and vocational education and training (TVET) already exists in West Africa. Several countries co-operate in that they exchange staff and students amongst themselves, based on bilateral agreements. A Senegalese training institution receives, for instance, staff from Niger training institutions in order to upgrade their skills. And international agencies, such as the ILO, UNESCO and the Agence intergouvernementale de la Francophonie (AIF) are – though to a different extent – also organising subregional co-operation in TVET.

These were the first results of the workshop:

Participants had the chance to listen to and discuss a number of presentations from the representatives of intergovernmental organisations about their contributions to subregional co-operation in TVET. UNESCO has in the past organised a series of seminars and workshops that were operated with several West African countries and many of these were organised by the UNESCO Regional Office in Dakar. The ILO had a network in TVET called CIADFOR, which comprised several countries of the sub-region. The AIF is the only one of the three institutions that has at present a structured approach to subregional co-operation in TVET. Eight francophone West African countries have agreed to co-operate closely in such a process. They have nominated representatives ("répondants") and meet regularly in a Steering Committee ("comité de pilotage") in order to further develop their joint activities. They have identified certain fields in which they co-operate and have technical meetings.

It became clear during the workshop that participants were very pleased about the fact that UNESCO, the ILO and AIF co-operated. They also encouraged UNESCO and the ILO to join a process which the AIF has started with a number of West African countries and to enlarge the process to include the remaining eight West African countries, be they francophone, anglophone or lusophone. As one participant put it: "The workshop was very up-to-date; it took place at the right moment. Africa suffers in general from a lack of concerted action".

Based on the notion of geographic enlargement, the topics to be addressed might also need to be widened

in order to cater for the diverse interests of all participating countries. Discussions on which topics to address by way of subregional co-operation took place during the workshop. Participants emphasised that in the following fields their countries' TVET systems could benefit from subregional co-operation:

- >> School-enterprise relationships;
- >> Competency-based approaches;
- >> Diversification of sources of financing and the lack of finances;
- >> Teaching of basic transferable skills;
- >> Relations with donors;
- >> Insufficiency of qualified trainers; and
- >> Continuing training and upgrading.

This is to mention just some of the areas identified. A comprehensive report of the workshop (in French) is available.

Within the context of the "Partenariat inter-états d'Afrique de l'ouest" (PIEAO) of the Agence intergouvernementale de la Francophonie meeting in Dakar, Senegal, in February 2003, the representatives of the francophone countries underlined their interest in liaising with the UNEVOC Network, but some participants also expressed their desire to consolidate the PIEAO structures before enlarging the regional and language scope.

## Seminar on Revised Recommendations on TVET

Creating awareness and exploring mechanisms for implementing the UNESCO and ILO Recommendations is important for Member States in order to strengthen and reform their TVET systems and policies.

Therefore, a subregional seminar on the implementation of the UNESCO Revised Recommendation concerning Technical and Vocational Education (2001) and the ILO Conclusions concerning Human Resources Training and Development was held in Kaduna, Nigeria, from

### 3. Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes

7 to 13 December 2003. It was sponsored by the UNESCO-UNEVOC International Centre and the Section for Technical and Vocational Education at UNESCO Headquarters, and organised by the National Board for Technical Education.

Decision-makers and policy-makers in TVET from eleven West African countries (Benin, Burkina Faso, Cameroon, Gambia, Ghana, Guinea, Côte d'Ivoire, Mali, Niger, Nigeria, Senegal) participated.

The participants discussed – in working groups and during plenary sessions – a number of issues of TVET linked to the UNESCO and ILO Recommendations, among them

staffing, guidance and counselling, financing, quality assurance, and relevance of programmes.

A major topic of discussion concentrated on "Partnerships and Regional Co-operation". The UNESCO-UNEVOC International Centre led a session on the worldwide UNEVOC Network for TVET and the role of the national UNEVOC Centres in promoting regional co-operation. Participants agreed that working more closely together would be in the interest of all parties concerned.

See: [www.unevoc.unesco.org/westafrica](http://www.unevoc.unesco.org/westafrica)

## 3.2 Regional Co-operation in the Arab States

### The Regional Initiative

The UNESCO Regional Office for Education in the Arab States Beirut and the UNESCO-UNEVOC International Centre have jointly developed an initiative "Promoting Regional Co-operation in Technical and Vocational Education and Training (TVET) in the Arab States".<sup>2</sup>

The main purpose of the initiative is:

- >> To activate regional co-operation among Member States and UNEVOC partner institutions in the area of TVET development;
- >> To identify priority areas in TVET development and co-operation for the Arab States; and
- >> To prepare project documents on joint TVET projects required for the mobilisation of funding.

A "Call for Discussion Papers" was prepared and launched in September 2002. Discussion papers were expected to focus on the following key topics that had been identified as relevant to TVET reform in several countries of the region:

- >> Recognition, accreditation and qualifications frameworks;
- >> Content and quality of TVET;
- >> Staff;
- >> Information and communications technology;
- >> Access of girls and women to TVET;
- >> Employment, co-operation with the private sector;
- >> Skills development in and for the informal sector.

The call for papers was widely disseminated to National Commissions for UNESCO, Ministries of Education, UNEVOC Centres and other relevant institutions and organisations.

Professionals and experts in the region interested in TVET submitted project ideas, working papers, and reports on how to achieve regional co-operation in selected areas of TVET, based on national and regional needs. They contributed to the preparation of the experts meeting by submitting more than 40 discussion

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*For UNESCO's regional activities, the following 21 Member States belong to the Arab States region: Algeria, Bahrain, Djibouti, Egypt, Jordan, Iraq, Kuwait, Lebanon, Libyan Arab Jamahiriya, Mauritania, Morocco, Oman, Qatar, Tunisia, Saudi Arabia, Somalia, Sudan, Syrian Arab Republic, United Arab Emirates, and Yemen, as well as the Palestinian Authority.*



The Arab States region as defined by UNESCO

papers from 15 different Arab States. The discussion papers were taken into account when extending invitations.

The initiative was then launched at a workshop held in Beirut, Lebanon, in December 2002. The main objective of the workshop was to stimulate regional co-operation for the reform of TVET in the Arab States.

### Regional Experts Meeting in Beirut

At the initial workshop in Beirut, December 2002, participants agreed on the following seven areas of TVET in which they wish to develop joint projects:

**1. Development of curriculum packages in selected TVET areas**

Objective: To develop comprehensive, model curriculum packages in selected priority areas.

**2. Development of a regional qualifications framework**

Objective: To increase mobility of learners and workers and to increase the flexibility of the life-long learning process.

“ Effective Arab co-operation is one of the keys for dynamic development in the Arab world. This is true for human development in general and for building human capabilities through education in particular.

*Employment-creating and poverty-reducing growth must be one of the overarching objectives of human development policies in Arab countries.* ”

From: Arab Human Development Report 2002

### 3. Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes

#### 3. Professional development of TVET personnel

Objective: To ensure the qualitative development of TVET personnel in the Arab States, in order to cope with scientific and technical changes at the international level.

#### 4. Enhancement of Arab women's participation in socio-economic development through innovative TVET programmes

Objective: To enhance the participation of women in the workforce in order to activate their contributions to different fields of socio-economic development and to production.

#### 5. Enhancing private sector participation in the implementation of TVET programmes and employment of graduates

Objective: To increase the employability of TVET graduates through a demand driven approach to meet actual labour market skills needs.

#### 6. Capacity building of workers in small and medium enterprises for sustainable growth

Objective: To enhance sustainability, growth and workers' productivity in small and medium size enterprises through TVET.

#### 7. Enhancing informal sector productivity through skills training

Objective: To enhance the informal sector's capacity to absorb new workers, and to improve working conditions and productivity through skills training.

See: [www.unevoc.unesco.org/arabstates](http://www.unevoc.unesco.org/arabstates)

#### Arab-German Project on TVET

The German Agency for Technical Cooperation (GTZ) and the UNESCO-UNEVOC International Centre were both associated with TVET initiatives in the Arab States. Meetings with GTZ were held in Bonn and in Eschborn. GTZ launched the "Regional Projects of Five Arab States for Co-operation in the Field of TVE" at a regional workshop that was held in Damascus, Syrian Arab Republic, from 21 to 22 October 2003. This project covers Egypt, Jordan, Lebanon, the Syrian Arab Republic and the Palestinian Authority, and also involved participants from Iraq. The UNESCO Office Beirut and the UNESCO-UNEVOC International Centre are ensuring best possible synergies between both initiatives.



### 3.3 Regional Co-operation in Asia and the Pacific

#### 3.3.1 South, South East and East Asia

Countries very often face similar challenges in the field of TVET. Their approach for finding suitable solutions is quite often taken, though, independently from their immediate neighbours in the region.

Member States can benefit from strong contacts and increased co-operation among themselves through a sound South-South dialogue. Identifying and recognising common challenges and topics of mutual con-

cern as well as finding appropriate solutions – by means of working together – could be to the advantage of the parties concerned. The first initiative developed by the UNESCO-UNEVOC International Centre – the initiative “Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Subregional Co-operation” (see page 16) – could serve as a model for other regions in the world.



Countries in Asia that participated in the Regional UNEVOC Planning Meeting of TVET Experts in Bangkok, 22 to 24 May 2002

### 3. Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes



#### Regional UNEVOC Planning Meeting of TVET Experts

The UNESCO-UNEVOC International Centre organised – in partnership with the UNESCO Office Bangkok and with the co-operation of the Department of Vocational Education of the Ministry of Education in Thailand – a planning meeting of regional resource persons in TVET from the "South-East Asia" and "South Asia" sub-regions.

This meeting took place in Bangkok from 22 to 24 May 2002 and was attended by experts from Cambodia, Lao People's Democratic Republic, Malaysia, Nepal, the Philippines, Sri Lanka, Thailand and Viet Nam.

The participants identified through small group discussions – after having made individual presentations on national challenges in the field of TVET – a range of common issues, concerns and challenges in this field. The findings were analysed in a plenary session during which the various suggestions were prioritised. Skeleton proposals were then drafted for the following major five topics:

- >> Capacity development through professional and management development programmes for senior, middle and institute managers;
- >> Integration and articulation of TVET (both formal and non-formal) to higher and general education;
- >> Development of TVET teacher training programmes;
- >> Utilisation of information and communication technologies for the improvement of TVET;
- >> Development of qualifications frameworks.

After having consulted the various parties concerned, it was decided to concentrate as a first step on the development of teacher training programmes and the preparation of instructional materials in indigenous

languages, whereby the emphasis would be on remote and rural areas. The corresponding activities are expected to lead to a better access to TVET for disadvantaged youth as well as contribute to poverty alleviation in these regions.

At UNESCO's Second International Congress on Technical and Vocational Education, Seoul, Republic of Korea, in April 1999, participants recommended that "the role of the teacher remains paramount and a rethinking must take place as to the qualifications required of the TVET teacher of the twenty-first century, including the optimum balance of training acquired on the campus and in the work place".

This is reflected in section IX of the "Revised Recommendation Concerning Technical and Vocational Education (2001)" which begins "To ensure the high quality of technical and vocational education priority should be given to the recruitment and initial preparation of adequate numbers of well-qualified teachers, instructors/trainers, administrators and guidance staff, and to the provision of continuous professional upgrading throughout their career, and to other facilities to enable them to function effectively."

These issues require the development of new teaching strategies and a redefinition of the teacher's role. Generally the age cohort of TVET is such that a significant number of years have passed since initial teacher training, and retraining is required to update knowledge and skills, particularly in information technology and alternative delivery strategies.

The rationale for the second component of the project includes the requirement for TVET to act as a vehicle for social reform and to address equity issues. Teaching and learning materials developed in local languages and the delivery of classes in local languages in remote villages provide access to TVET for rural and remote populations that in many countries are currently not available. Potential teachers and materials developers will require special training to meet the demands of these populations (language and cultural training, using alternative methodologies, skilling local people to act as assistant teachers etc.)

The UNESCO-UNEVOC International Centre has prepared a project proposal for the initial phase of this project for which funding support is being sought.

The text of the final report concerning this meeting can be consulted on the UNEVOC web pages. Print copies can be obtained from the UNESCO-UNEVOC International Centre.

See: [www.unevoc.unesco.org/asia](http://www.unevoc.unesco.org/asia)

### Learning and Teaching Modules for TVET

The UNESCO-UNEVOC International Centre took part in a meeting, held in Bangkok in October 2002, where views on the subject of "Learning and Teaching Modules for TVET" were exchanged. Strong emphasis was placed on the issue of Values Education, with regard to the Delors Report (1996) "Learning: The Treasure Within" which refers to four pillars of education: that is, Learning to live together, Learning to be, Learning to know, and Learning to do.

Based on the conclusions and outcomes of this meeting, and the previous meeting of TVET experts, it was decided that a concentration of efforts on the preparation of a sourcebook on Values Education in TVET would be a useful initiative.

Contacts were established with the UNESCO Asia Pacific Network for International Education and Values Education (APNIEVE). Since UNESCO-APNIEVE had been involved previously in the preparation of sourcebooks on two pillars of the Delors Report, this network was considered to be an ideal partner for co-operating on the development of a sourcebook on the subject of "Learning to Do: Values for Learning and Working together in a Globalised World. An Integrated Approach to Vocational Education and Training".

This sourcebook will provide TVET educators with a number of modules on the core and related values for living and working together in a globalised world, including the process necessary for an integrated approach to TVET. It will guide TVET educators to a detailed and in-depth understanding of the valuing process, and will enable them to feel confident and empowered to integrate the valuing process into TVET curricula and learning packages.

### Management and Evaluation of TVET

A workshop, organised by the UNESCO International Institute for Educational Planning (IIEP) and co-sponsored by the UNESCO-UNEVOC International Centre, took place in Vientiane, Lao People's Democratic Republic, in September 2003. This event brought together TVET specialists from the Mekong countries (Cambodia, Lao People's Democratic Republic, Myanmar, Thailand, Viet Nam) and from Sri Lanka, including team leaders from UNEVOC Centres. The subject of the workshop was "Management and Evaluation of TVET".

The course included three main components:

- >> review of TVET systems and policies in the subregion;
- >> an analysis of key policy issues;
- >> methodologies and tools for management and evaluation.

The workshop provided the participants with a good and specialised insight into the development of mechanisms, tools and concepts regarding the reform process of TVET.

In a special add-on session with team leaders from UNEVOC Centres, the following issues were discussed:

- >> **The UNEVOC Network:**  
The meeting served to enable staff from the UNEVOC Centres attending to share experiences with regard to their participation in the UNEVOC Network as well as to discuss ways for strengthening this Network. Their observations were taken into consideration during the preparation of the Focus Group meeting on the revitalisation of the UNEVOC Network (see page 12);
- >> **The Sourcebook on the subject of "Learning to Do"** (see "Learning and Teaching Modules for TVET", above):  
The purpose was to seek the views and advice of participants to identify and prioritise a set of core values. Ms Lourdes Quisumbing, President of the Asia-Pacific Network for International Education and Values Education (APNIEVE), acted as resource person and indicated that these observations would form the basis for the modules to be included in the sourcebook.

See: [www.unevoc.unesco.org/asia](http://www.unevoc.unesco.org/asia)

### 3. Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes

#### 3.3.2 Small Pacific Island States

In 1999, the UNESCO General Conference requested UNESCO "to support a regional initiative [...], including a workshop of UNEVOC Centres in the Pacific, a training seminar on the development of national TVET policies and action plans for Member States of the Pacific, with support from Australian authorities and in co-operation with other partners such as the Commonwealth of Learning."

##### Small Island States in the Pacific:

- >> Cook Islands
- >> Fiji
- >> Kiribati
- >> Marshall Islands
- >> Micronesia
- >> Nauru
- >> Niue
- >> Palau
- >> Papua New Guinea
- >> Samoa
- >> Solomon Islands
- >> Tokelau
- >> Tonga
- >> Tuvalu



##### Improving access and quality

In June 2003, a workshop was held in Apia, Samoa, with participants from 11 countries of the Pacific region, including team leaders from UNEVOC Centres. It was held in partnership with UNESCO/PATVET (Pacific Association of TVET) and the Commonwealth of Learning. Participants exchanged views on the UNESCO and ILO Recommendations, and explored ways for implementing these at the national level, with a special focus on quality of TVET and on access to TVET in the Pacific region.



At a special add-on session with UNEVOC Centre team leaders, two further issues were discussed:

>> The UNEVOC Network: Staff of UNEVOC Centres shared experiences with regard to their participation in the UNEVOC Network, and discussed ways for strengthening it. Their observations were taken into consideration during the preparation of the Focus Group meeting (see page 12).

>> The Sourcebook on the subject of "Learning to Do" (see page 31): Participants presented their views to identify and prioritise a set of core values relevant to the teaching of TVET. Ms Lourdes Quisumbing, President of the Asia Pacific Network for International Education and Values Education (APNIEVE), acted as resource person. The observations of participants formed the basis for the modules to be included in the sourcebook.

See: [www.unevoc.unesco.org/asia](http://www.unevoc.unesco.org/asia)

### 3.3.3 Central Asia

A major seminar on "Social Partnership" took place in Almaty on 9 and 10 September 2002, organised jointly by the European Training Foundation (ETF), the UNESCO Office Almaty, the UNEVOC Centre in Kazakhstan and the UNESCO-UNEVOC International Centre for TVET. Representatives from Kazakhstan, Kyrgyzstan and Uzbekistan were invited on behalf of the ETF, while the UNESCO-UNEVOC International Centre extended invitations to both Tajikistan and Turkmenistan, although only Tajikistan was able to send representatives to the meeting.

This seminar was then followed up by a workshop, organised by the UNESCO-UNEVOC International Centre, on 11 to 14 September 2002, which was attended by representatives of these countries. Participants at the workshop identified strengths and weaknesses that are common to their TVET systems. A presentation on the scope of activities of the UNESCO-UNEVOC International Centre led to the extraction of three topics – in order of priority for the region – which could be addressed by the UNESCO-UNEVOC International Centre:

- >> Social Partnerships;
- >> Quality Assurance;
- >> Teacher Training and the Development of Teaching Materials.

Following the identification of these three priorities, Ms Shaizada Tasbulatova, team leader of the UNEVOC Centre and National Observatory of Kazakhstan, was invited to come to Bonn for further consultations with the Project Co-ordinator at the UNESCO-UNEVOC International Centre. During her stay in Bonn from 24 to 27 September 2002 there was an extensive exchange of views on these topics. Project proposals for each of the three priority topics were developed jointly. The European Training Foundation (ETF) subsequently implemented one of these projects.

See: [www.unevoc.unesco.org/asia](http://www.unevoc.unesco.org/asia)



### 3. Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes

#### 3.4 Regional Co-operation in Latin America and the Caribbean

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Previous and current initiatives by the UNESCO-UNEVOC International Centre to strengthen regional co-operation in Southern Africa, West Africa, South and South East Asia have proven to be beneficial for the development of TVET in these regions. The UNESCO-UNEVOC International Centre intends to extend its activities to Latin America and the Caribbean. With the overall objective to contribute to poverty alleviation, socio-economic and human development, as well as skills development for youth and adults, the UNESCO-UNEVOC International Centre has explored possibilities for enhancing regional co-operation in the field of TVET in Latin America and the Caribbean. It has carried out desk research in order to get an overview of current regional activities, plans, and already existing co-operation networks and identified organisations and institutions that are active in the field of TVET in the region, and which might be important partners for future projects and activities.

The research was carried out with the assistance of and information from UNEVOC Centres, UNESCO Regional, Cluster and National Offices and ILO/CINTERFOR. Additional information was retrieved from the Internet.

The outcomes of the research and the reaction from these agencies showed that the involvement of the UNESCO-UNEVOC International Centre is requested and strongly supported in the region. It also became obvious that some aspects of TVET are already covered through regional activities run by other international agencies. In order to avoid duplication, future steps of the UNESCO-UNEVOC International Centre towards involvement in Latin America and the Caribbean need to be carefully planned, in close co-ordination and communication with those organisations, agencies and other stakeholders.

The report on the desk research is available in English and Spanish on the UNESCO-UNEVOC website (see below).

During a mission to São Paulo and Brasilia in November 2003, the Director of the UNESCO-UNEVOC International Centre gave a presentation on "Strategies and Methods to successfully promote vocational education worldwide" at a meeting organised at the Centre of Technological Education in São Paulo, in the field of TVET. He also met ten representatives of the Industrial Apprenticeship National Service (SENAI) and the Trade Apprenticeship National Service (SENAC). In Brasilia, several meetings at the Ministry of Education and the Ministry of Labour and Employment were arranged, namely a meeting with the advisor to the Secretary of Secondary and Technological Education, Marcia Cero-la, at the Ministry of Education, to discuss the current challenges in TVET in Brazil; a meeting with the technical body of the Secretariat of Secondary and Technological Education focussing on the reform of secondary education in Brazil; and a meeting with the Executive Secretary of the Ministry of Education, Mr Ruben Fonseca, about current developments in the organisation and management of TVET in Brazil. The Director also met with five councillors of the National Council of Education and was briefed on the work of the Council with particular reference to their interest in strengthening and upgrading TVET as part of the EFA movement.

It was agreed that the UNESCO Office Brasilia would in future produce the UNESCO-UNEVOC Bulletin in Portuguese.

Another meeting was arranged with Brazilian UNEVOC Centres of the States of Paraná, Bahia and Celso Suckow da Fonseca.

The Director also visited the ILO Inter-American Research and Documentation Centre on Vocational Training (CINTERFOR) to examine possibilities for joint activities in Latin America and the Caribbean, to strengthen the UNEVOC Network, and to develop collaborative activities in the area of knowledge sharing, publications and research concerning TVET.



### 3. Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes

#### 3.5 Ranking of TVET; Linkage with the World of Work

In line with Article 26 of the General Declaration of Human Rights, technical and vocational education shall be made widely available. Access to TVET for all must therefore be promoted as a strategy. In many developing countries, TVET still lacks recognition as an integral component of national education systems. This often corresponds with low social prestige of vocational qualifications and manual work ("blue collar jobs"). Thus socio-economic development is hampered by a lack of vocationally-qualified human resources. To be most effective, TVET needs to increase its reputation for making an important contribution to the alleviation of poverty and the acquisition of life skills, particularly in developing countries. UNESCO identifies best practices to improve the ranking of TVET in national education systems. The activity seeks to identify, compile and disseminate ideas and examples, so that policy-makers and other key personnel in TVET can draw on best practices and innovative experiences attempted elsewhere.

Another aspect concerning strategies to make TVET more attractive to societies is the exploration of "good practices" to link vocational learning most effectively with the world of work. Such good practices can relate to issues such as access to TVET, content and delivery matters, staffing, equipment, system design, certification and accreditation, job placement, and retraining.

The UNESCO-UNEVOC International Centre held a round-table at the Conference "Developing Skills for the New Economy" from 17 to 19 October 2002 in Winnipeg, convened by UNEVOC Canada and the Canadian Vocational Association (see page 46, "Canada").

#### Motivation Campaigns

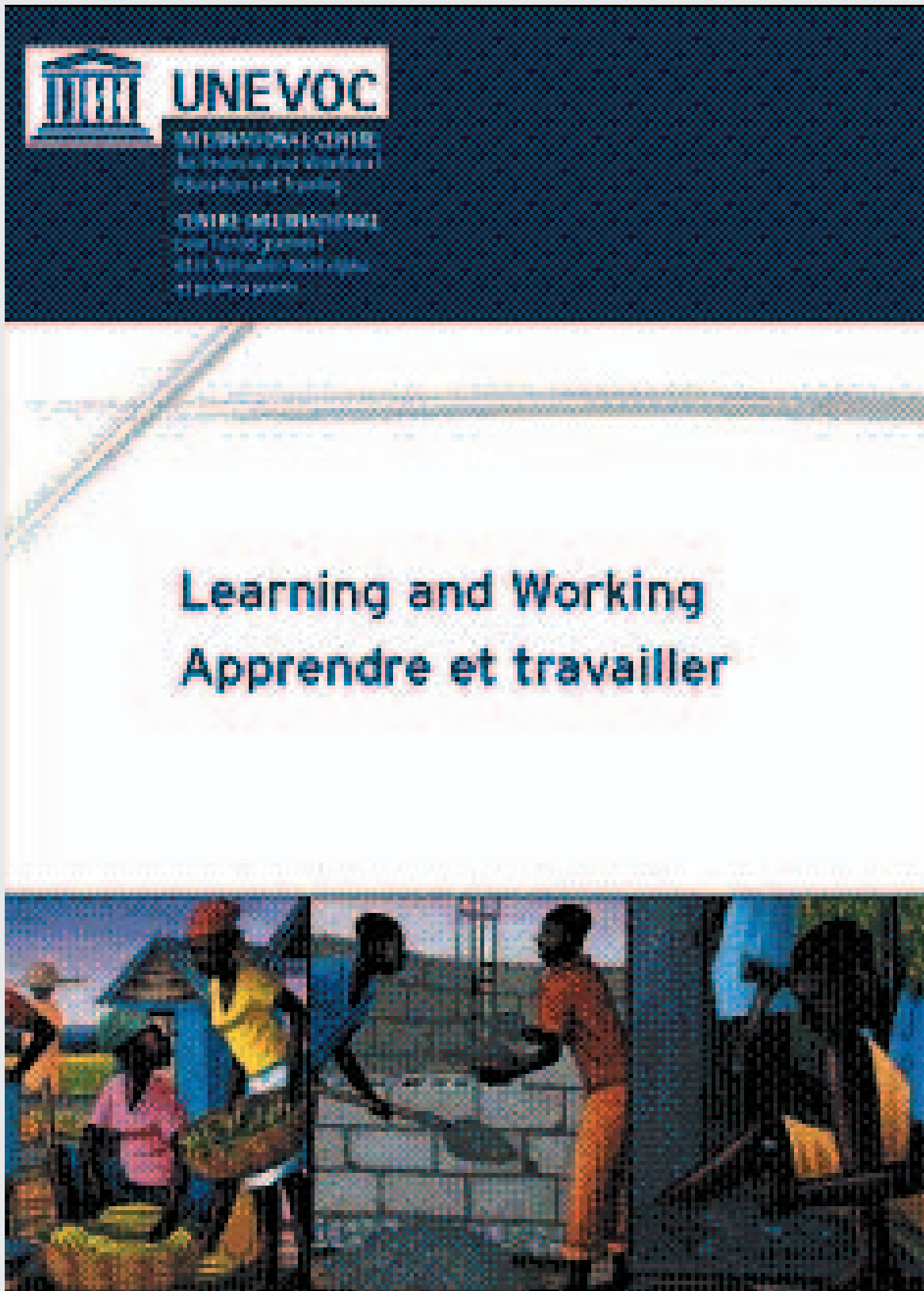
In order to increase the attractiveness of skills development for employability for marginalised youth in the informal sector, the provision and dissemination of adequate video materials is regarded as important. The UNESCO video series "Learning and Working" recorded in Haiti was analysed by African experts. The videos demonstrate the use of local resources and processes of production in the informal sector. Only basic equipment and skills are needed that are not too difficult to develop. The video series was examined with regard to whether it could help improve the status of TVET. A special focus was put on the socio-cultural transferability of the videos to environments different from Haiti.

The UNESCO-UNEVOC International Centre has been developing a package of materials that would facilitate the organisation of campaigns for the mobilisation and motivation of young people, and to provide them with vocational guidance and orientation.

These packages consist of elements such as:

- >> A guide booklet that will help stakeholders in developing countries in the planning and preparation of motivation campaigns;
- >> Handouts for those implementing campaign events in the field;
- >> Audiovisual materials with accompanying illustrations and texts.

The audiovisual materials have been produced in the form of a DVD set, with soundtracks in English, French, Creole and Portuguese. For a pilot version, the accompanying package has initially been prepared in English. It will be used in the field and evaluated before being provided in larger quantities.



The DVD set "Learning and Working"

## 3. Human Resource Development and Training to Improve TVET in UNESCO Member States: Programmes

### 3.6 Co-operation between Donors and Recipients

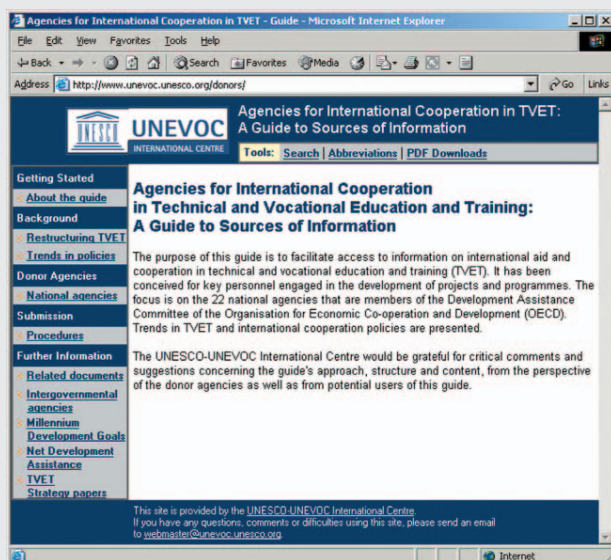
Co-operation between donor agencies and recipients is often hampered by an insufficient capacity of recipients to meet the requirements set forth by donors in terms of project definition, project and budget management, assessment and evaluation, and reporting. The multitude of agencies with different developmental approaches, methodologies, planning horizons, communication levels, financial regulations, submission and reporting procedures further adds to the problem.

#### Guide to Donors in TVET

In 2002, the UNESCO-UNEVOC International Centre commenced identifying materials to facilitate access of recipients to donor agencies in TVET, so as to enhance the capacity to define, submit, implement, manage and co-ordinate bilateral and multilateral co-operation projects in TVET.

At the meeting of the Working Group for International Co-operation in Skills Development held in Bonn in April 2003 (see page 55), participants were given an opportunity to react to the idea and outline. In December 2003, the preliminary version was made available both in print format and on the web.

See: [www.unevoc.unesco.org/donors](http://www.unevoc.unesco.org/donors)



#### Life Skills – A Bridge between Education and Training?

The "Working Group for International Co-operation in Skills Development", which is an informal grouping of donor and international agencies with an interest in TVET, met at the UNESCO-UNEVOC International Centre from 28 to 30 April 2003. The overall theme was "Life Skills – A Bridge between Education and Training?". The UNESCO-UNEVOC International Centre held a special session "Voices from the Field", with contributions by Ms Duger Bujinham (UNEVOC Centre Mongolia), Mr Abdel Kaher El-Zaemey (Yemen), Mr P. M. Leelaratne (UNEVOC Centre Sri Lanka), Ms Bernadetta Ndunguru (Vocational Education and Training Authority of Tanzania) and Ms Shaizada Tasbulatova (UNEVOC Centre Kazakhstan).

See: [www.norrag.org/wg/](http://www.norrag.org/wg/)

#### What are Life Skills?

Based on the presentations from the field it was clear that the interpretations as to which skills are considered life skills vary considerably. Skills mentioned by the speakers from the United Republic of Tanzania, Mongolia, Yemen, Sri Lanka and Kazakhstan included:

- >> Knowledge and behaviour needed to prevent the spread of HIV/AIDS in the United Republic of Tanzania;
- >> Health, financial management and communication skills in Mongolia;
- >> Decision-making, critical thinking, stress and time management in Yemen;
- >> Key competencies needed to get and keep a job in the informal sector, including management of resources, teamwork, communication skills and computer skills in Sri Lanka; and
- >> Market skills in Kazakhstan.

From: Report on the session "Voices from the Field" by Gerd-Hanne Fosen, Norwegian National Commission for UNESCO, 30 April 2003

## 4. Knowledge Sharing and Clearing-house Services

### 4.1 Publications, Periodicals, Documents

A key purpose of the UNESCO International Centre is to facilitate the exchange of information, knowledge and experience between UNESCO Member States in the area of TVET. The focus is on best and innovative practices concerning TVET for the changing world of work. Experience shows that educational reforms that work in one country or setting may also work in another country if modified appropriately to meet local conditions. Through access to such information, countries can learn from each other's success stories and also from their disappointments.

The UNESCO-UNEVOC International Centre uses traditional forms of publishing as well as new information and communication technologies. The Centre produces its publications at low cost in order to allow broad dissemination and access in a cost-effective way.

An overview of the available publications can be found in the "List of UNEVOC Publications". Most of the publications produced by the UNESCO-UNEVOC International Centre are available in digital format on the World Wide Web. They can also be requested in paper format.

In 2002-2003, more than 23,000 copies of publications were distributed worldwide to interested parties. These have either been requested directly or have been distributed at events and exhibitions that the UNESCO-UNEVOC International Centre staged or attended, or to visitors. Distribution of the publications has mainly taken place via conventional mail, although a small percentage was forwarded in electronic format.

See: [www.unevoc.unesco.org/publications](http://www.unevoc.unesco.org/publications)

#### UNESCO-UNEVOC Bulletin

Since 2001, the UNESCO-UNEVOC Bulletin has been published several times each year. It is the newsletter of the UNESCO-UNEVOC International Centre to communicate with individual experts and institutions in the field of TVET. The UNESCO-UNEVOC Bulletin also

serves as a platform for other agencies engaged in TVET to report on their activities.

Initially, the UNESCO-UNEVOC Bulletin was produced in Arabic, English and French. A Spanish language version was added in 2002.

Since 2003, the UNESCO-UNEVOC Bulletin has contained a supplement called UNEVOC Forum. Researchers, policy-makers and practitioners from around the world are invited to contribute their views in the form of an article on a key issue, concern or prospect regarding TVET.

The Bulletin is currently available:

- >> As a print version;
- >> As a digital version in Adobe Acrobat (PDF) format; and
- >> On the web pages.

The Arabic language version is produced and disseminated by the UNESCO Office in Beirut.

The UNESCO-UNEVOC Bulletin may be downloaded, reprinted and further distributed free of charge, either in full or in part, by acknowledging the source.

See: [www.unevoc.unesco.org/bulletin](http://www.unevoc.unesco.org/bulletin)

#### LLWF Newsletter

In October 2002, the "LLWF Newsletter" (see page 23) was produced jointly by the UNESCO-UNEVOC International Centre and the Department of Vocational Education and Training of the Ministry of Education of Botswana.

See: [www.unevoc.unesco.org/southernafrica](http://www.unevoc.unesco.org/southernafrica)  
> LLWF Newsletter

## 4. Knowledge Sharing and Clearing-house Services

### UNEVOC International Encyclopaedia

The UNESCO-UNEVOC International Centre intends to present readily accessible comprehensive sources of information about many aspects of technical and vocational education and training. To bring this matter to fruition, the UNESCO-UNEVOC International Centre is developing an International Encyclopaedia of Technical and Vocational Education and Training.

What started out as an International Handbook and Book Series on Technical and Vocational Education and Training, has expanded into a much larger, comprehensive and more complex series of publications on TVET than was initially envisaged. The UNEVOC International Encyclopaedia of TVET will consist of the following publications:

- >> International Handbook on TVET (three volumes, over 150 chapters);

- >> Book Series "Current Developments in TVET: Issues, Concerns and Prospects";
- >> Handbook on TVET Research;
- >> National Profiles of TVET Systems;
- >> International Journal on TVET Research;
- >> Annotated Bibliographies of TVET.

Through these publications, which will be available in both hard copy and on CD-ROM, the UNESCO-UNEVOC International Centre seeks to assist UNESCO Member States improve the quality and effectiveness of their TVET systems.

An overview of the publications, periodicals and documents published in 2002 and 2003 by the UNESCO-UNEVOC International Centre is provided on pages 65-66.

## 4.2 Clearing-house; Dissemination

The clearing-house function of the UNESCO-UNEVOC International Centre is to collect and disseminate documentation on technical and vocational education and training (TVET). It is designed to be a resource base for ministries, policy-makers, educational institutes, international agencies, consultants and others seeking information on TVET.

### Information and Documentation Service

The UNESCO-UNEVOC International Centre maintains a small collection of journals devoted to TVET or reflecting education developments and trends in general. The main languages of these materials are English, French and German; some materials are available in other languages.

As part of its information activities, the Information and Documentation Service makes extensive use of the World Wide Web as an information and communication system.

The activities undertaken in 2002 to 2003 have focused on:

- >> Enquiry and references services: responding to requests for information;
- >> Research services: searching, retrieving and editing of information using the materials available at the UNESCO-UNEVOC International Centre and other resources providing responses in the requested format;
- >> Distribution of UNESCO-UNEVOC publications.



In 2002 to 2003, the Information and Documentation Service received several hundred research and publication queries. Most requests for information were received by e-mail, others by mail, fax and telephone.

The UNESCO-UNEVOC International Centre also actively supported the worldwide dissemination of the publication "Technical and Vocational Education and Training for the Twenty-first Century: UNESCO and ILO Recommendations".

## 4.3 Knowledge Management

### Knowledge and development

Facilitating access to knowledge is crucial for reducing the gaps between developing and industrialised countries. This is increasingly acknowledged by international organisations and development agencies:

*Now that knowledge is recognized as central to development, the development community is taking on a new set of tasks related to the creation, transfer and management of knowledge. Because no one country or organization will create all the international public goods that are needed, it is up to the entire development community to pitch in to do so.*

*From: Knowledge for Development.  
World Development Report  
1998/1999.  
The World Bank 1999*

### The role of knowledge management in TVET

In a global context, knowledge can be looked upon as being the full utilisation of available information and data on ideas, concepts, experiences, insights, relationships etc. for the development of TVET.

Knowledge management is a tool to efficiently connect those who know with those who need to know.

For an institution, knowledge management means to convert personal knowledge to institutional knowledge.

For the global community, knowledge management means that knowledge available in countries and international organisations is being converted into globally available knowledge.

*... the future of humankind will become more dependent on the equitable production, distribution and use of knowledge than ever before.*

*From: Declaration on Science and the Use of Scientific Knowledge, adopted by the World Conference on Science, 1999*

## 4. Knowledge Sharing and Clearing-house Services



The UNESCO-UNEVOC International Centre has, jointly with partners from Southern Africa, from the Agence intergouvernementale de la Francophonie (AIF) and from the private sector (SAP AG), explored tools and mechanisms to provide the services of a platform for knowledge management in TVET.

### Special UNESCO-UNEVOC workshop "Focus Southern Africa"

On the occasion of LEARNTEC 2002, the UNESCO-UNEVOC International Centre organised a workshop for participants from 11 Member States of SADC to elaborate on approaches to knowledge management and e-learning (see page 21 for further information).

### E-learning and knowledge management in Southern Africa

On 8 October 2002, the German Foundation for International Development (DSE), the Carl Duisberg Gesellschaft (CDG) and the UNESCO-UNEVOC International Centre jointly organised a meeting to bring together organisations in the greater Bonn area engaged in e-learning and knowledge management initiatives in Southern Africa.

The purpose of the workshop was to exchange information on activities in this area with the significant involvement of participating institutions, to improve transparency about ongoing projects, and to develop synergy effects and potential collaboration in the future.

It provided a platform for institutions in the greater Bonn region engaged in e-learning and knowledge management initiatives in Southern Africa. A number of German federal ministries and agencies as well as partners from the private sector contributed.

Innovative projects such as DASSIE and ADP in South Africa, the L3 (life-long learning) project in Germany, and the Global Campus were presented to participants from the public and private sectors.

The exchange of information at the workshop will allow the UNESCO-UNEVOC International Centre to develop synergies with other partners in the implementation of its relevant activities in Southern Africa (see page 20, project 8).

### Methodologies of knowledge sharing

Sharing knowledge in TVET internationally requires a common basis for the organisation of knowledge. In the context of the "Base des savoirs francophones" (BSF) developed by the Agence intergouvernementale de la Francophonie (AIF), the idea emerged to examine the classification approach of "L'ingénierie de la formation professionnelle et technique" as a potential common basis across languages.



The UNESCO-UNEVOC International Centre has therefore liaised with the Ministry of Education of the Government of Quebec, Canada, which has agreed in principle to provide this instrument also in English and Spanish, so that it might be analysed for the purpose of providing a common classification across languages.

## 4.4 UNEVOC Web Pages

The UNESCO-UNEVOC International Centre disseminates information through various means, including publications, symposia, and workshops. One means of facilitating access to such information is the Internet. Increasingly, information about UNEVOC, its activities and its publications, is available on the UNEVOC web pages.

The UNEVOC web pages provide information and resources on

- >> Programmes and activities;
- >> The UNEVOC Network;
- >> The UNESCO-UNEVOC Bulletin and other publications;
- >> Forthcoming and past events;
- >> The UNESCO-UNEVOC Electronic Mail Forum (E-Forum);
- >> Conventions and Recommendations;

It also provides a range of links to its partners and to related resources on the World Wide Web.

The UNEVOC web pages have been online since 1996. Since the utilisation of the Internet has rapidly increased in recent years, the World Wide Web is being used more and more for the dissemination of announcements, materials, products and references throughout the UNEVOC Network and the wider community of TVET experts worldwide.

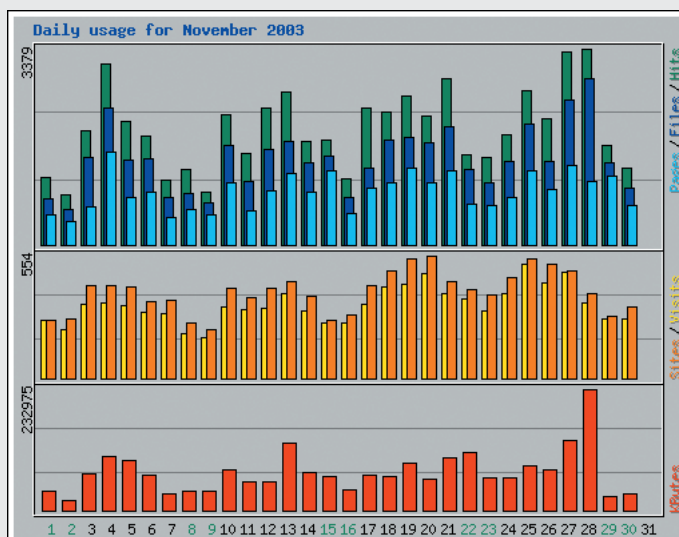
In November 2003, the UNEVOC web pages had 9,955 visitors from more than 100 countries globally. On an average day, 915 pages were viewed, and 73 MB of content were downloaded.

Since 2003, the UNESCO-UNEVOC International Centre is making efforts to enhance the usability of the web pages and to integrate them fully into the UNESCO website.

### Off-line access to web content

As access to the Internet is still not available or is unaffordable to many UNEVOC partners in developing countries, the UNESCO-UNEVOC International Centre provided, until late 2003, an "off-line version" of the UNEVOC Web Pages on CD-ROM, which was disseminated free of charge.

See: [www.unevoc.unesco.org](http://www.unevoc.unesco.org)



Usage of the website [www.unevoc.unesco.org](http://www.unevoc.unesco.org) in November 2003

## 4. Knowledge Sharing and Clearing-house Services

### 4.5 Electronic Forums and Dissemination Lists

#### UNESCO-UNEVOC Electronic Mail Forum (E-Forum)

The UNESCO-UNEVOC Electronic Mail Forum (E-Forum) is an Internet-based service provided by UNESCO. Its purpose is to facilitate the international exchange of information and experience in technical and vocational education.

E-Forum brings together educators, researchers and other interested people around the world to share information on a non-commercial basis.

Messages may include:

- >> Announcements of international conferences and workshops;
- >> Information on publications and about resources available on the Internet;
- >> Inquiries for materials that would be useful for an individual's work in TVET, and that may be available abroad, e.g. curriculum materials, samples of legal texts;
- >> Finding partners for international co-operation in research and development.

```
From: Mohammed EL BOUZIDI
      elbouzidi@mtpnet.gov.ma
To: UNESCO-UNEVOC E-Forum Moderator
Sent: Thursday, October 02, 2003 10:39 AM
Subject: RE: UNESCO-UNEVOC Electronic Mail Forum
```

Dear Sir:

I would like to express my satisfaction with regard to the E-Forum. It is a wealth of knowledge and information useful to all persons interested in Training. I believe that the E-Forum is a good idea. All I wish is success to this great idea and development of the community sharing the same beliefs.

Mohammed EL BOUZIDI

During the years 2002-2003, the UNESCO-UNEVOC International Centre continued to maintain the E-Forum. About 500 participants were registered, from more than 100 countries and about 25 international governmental and non-governmental organisations.

See: [www.unevoc.unesco.org/forum](http://www.unevoc.unesco.org/forum)

#### LLWF List

The LLWF List is a service launched in late 2000 to facilitate communication among experts and decision-makers in technical and vocational education and training in Southern Africa. It emerged from the LLWF Initiative (see page 16). The LLWF List is open to promote the non-commercial subregional exchange of information related to the development of TVET in Southern Africa.

While membership in this list was initially limited to those involved in various roles in the LLWF Initiative (see page 23), it is now open to other parties interested in TVET development in Southern Africa.

See: [www.unevoc.unesco.org/southernafrica](http://www.unevoc.unesco.org/southernafrica)

#### Electronic mailing lists for the UNESCO-UNEVOC Bulletin

Since November 2001, the UNESCO-UNEVOC Bulletin is not only produced in print but also in digital (PDF) format. It is sent to subscribers by e-mail free of charge.

In late 2003, there were some 150 subscribers for the digital version in English, some 50 subscribers for the digital version in French, and some 60 subscribers for the digital version in Spanish.

See: [www.unevoc.unesco.org/bulletin](http://www.unevoc.unesco.org/bulletin)

## 5. Promoting Partnerships Including Inter-agency Collaboration

### 5.1 Partnerships with UNESCO Member States

This section reports on professional relations with Member States which the UNESCO-UNEVOC International Centre maintained in 2002 to 2003. The list is not exhaustive. Complementary information is available under "Visitors" (page 69).

#### Afghanistan

A delegation, representing the Ministries of Education, Labour and Women's Affairs, paid a visit to the UNESCO-UNEVOC International Centre on 12 November 2003. This visit was part of a study tour in Germany, which had been organised by the Institute for International Cooperation of the German Adult Education Association (IZZ/DWV). The delegation was briefed on the activities of the UNESCO-UNEVOC International Centre and particularly on the global UNEVOC Network.

#### Australia

On 6 February 2002, Ms Veronica Volkoff (Programme Manager) from the Royal Melbourne Institute of Technology (RMIT), Australia, Centre for Post Compulsory Education and Training Research and UNEVOC Centre for Australia, visited the UNESCO-UNEVOC International Centre. Exchanges were made on current work activities and possible future co-operation projects.

Ms Di Booker, representing the UNEVOC Centre at the Adelaide Institute of TAFE, participated in the "Focus Group Meeting on the Revitalisation of the UNEVOC Network", held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

#### Bahrain

A delegation of eight experts from the Ministry of Education of Bahrain visited the UNESCO-UNEVOC International Centre on 15 August 2002.

#### Botswana

The Department of Vocational Education and Training continued to be the major partner of the UNESCO-UNEVOC International Centre in the LLWF Initiative (see page 16).

Ms Marianne Nganunu and two experts from Botswana (Ms Mildred Boduwe and Ms Malebogo Mapotu) participated in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20).

During a stopover in Germany, Ms Nganunu held in-depth consultations with the UNESCO-UNEVOC International Centre on the LLWF Initiative (see "LLWF Steering Group meetings", page 22).

#### Ms Nganunu appointed Permanent Secretary



In September 2002, Ms Marianne Nganunu was appointed Permanent Secretary of the newly established Ministry of Communications, Science and Technology of Botswana.

Ms Nganunu had been the driving force behind the LLWF Initiative since early 2000. In

her capacity as Director of the Department of Vocational Education and Training (DVET) of the Ministry of Education, she has also been the focal

point of the UNEVOC Centre of Botswana for many years.

As Chairperson of the UNEVOC International Advisory Committee from 1996 to 1999, Ms Nganunu contributed significantly to the activities of the UNEVOC Network.

Her responsibilities within the DVET have been taken over by her Deputy, Mr Mogotsa Kewagamang, who has also been actively involved in LLWF since 2000.

Ms Nganunu will, in her new role, continue to support the LLWF Initiative, particularly in the areas of information and communication technologies, e-learning and knowledge management.

## 5. Promoting Partnerships Including Inter-agency Collaboration

On 5 August 2002, the Chief Executive Officer of the Botswana Training Authority (BOTA), Mr Abel Modungwa, accompanied by Mr Krebs (GTZ), met staff at the UNESCO-UNEVOC International Centre to explain the role of BOTA and to explore fields of co-operation.

In 2002, Botswana declared its interest in participating in the feasibility study on the development of a regional qualifications framework (see page 19).

Mr Mogotsa Kewagamang, Department of Vocational Education and Training, was the main participant in the Steering Group meeting in Port Louis, Mauritius (see page 22).

In 2003, the Department of Vocational Education and Training of the Ministry of Education of Botswana assumed the co-ordinating role of the LLWF Steering Group.

### Brazil

During his mission to São Paulo and Brasília (1 to 8 November 2003), the Director of the UNESCO-UNEVOC International Centre met several Brazilian experts and national leaders in the field of TVET, including representatives from UNEVOC Centres. The Director also attended meetings at the Ministry of Labour and Employment and the Ministry of Education.

### Canada

At the Conference "Developing Skills for the New Economy" held from 17 to 19 October 2002 in Winnipeg, convened by UNEVOC Canada and the Canadian Vocational Association, the UNESCO-UNEVOC International Centre held a round-table on "Ranking of TVET – Strategies that can improve the status of TVET and better link it to the world of work".

The UNESCO-UNEVOC International Centre participated in the "Youth International Internship Program" organised by UNEVOC Canada (see page 77).

Canada decided to expand its involvement in the worldwide UNESCO-UNEVOC Network by nominating on 18 October 2002 – besides the existing UNEVOC Centre – the "Centre for Aboriginal Human Resource Develop-

ment" (CAHRD) in Winnipeg as a UNEVOC Associate Centre.

Mr Chris Chinien, representing the UNEVOC Centre at the University of Manitoba, participated in the "Focus Group Meeting on the Revitalisation of the UNEVOC Network", held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

Mr David N. Wilson, Professor from the Ontario Institute for Studies in Education, Toronto, Canada, stayed at the UNESCO-UNEVOC International Centre from 16 to 22 November and from 27 June to 2 July. The main purposes of his visits were: working on the International Handbook of TVET and other publications and meeting colleagues from the Institute for Technology and Education (ITB) in Bremen.

Mr Ron Hansen, Professor of teacher education at the University of Western Ontario, stayed at the UNESCO-UNEVOC International Centre from 6 November until 15 December 2003 within the framework of the Centre's attachment programme. Mr Hansen also held a seminar as part of the Outreach Programme on the topic "School Reform and Technical Education".

The Centre started negotiating with the Ministry of Education of the Government of Quebec, Canada, to have their publication "L'ingénierie de la formation professionnelle et technique" translated into English and Spanish for wide international dissemination.

### Chile

Mr Jaime Millán Herera, Director of the Graduate School of the "Universidad de Concepción" in Chile, and Ms M. Rioseco paid a visit to the UNESCO-UNEVOC International Centre on 3 December 2002. Discussions focused around the Centre's efforts for enhancing regional co-operation in various areas of the world and, and on a feasibility study for executing similar activities in Latin America and the Caribbean. The visitors indicated that it would be desirable and beneficial for Chile to join the UNEVOC Network as well in the very near future.

In fact, Chile joined the worldwide UNESCO-UNEVOC Network on 22 April 2003 by nominating the "Unidad de Educación Media Técnico Profesional" at the Ministry of Education as its national UNEVOC Centre.

## China

The UNESCO-UNEVOC International Centre met a Delegation of the Beijing Academy of Education Sciences headed by the Academy's Vice President, Mr Shi Long, during their visit to Bonn on 27 June 2002. The guests showed interest in producing a Chinese version of the UNESCO-UNEVOC Bulletin.

A delegation from the "Chinese Federation of Disabled Persons" paid a visit to the UNESCO-UNEVOC International Centre on 12 November 2002. The CFDP was invited to join the E-Forum, and to contact its National Commission for UNESCO with a view to be nominated as a UNEVOC Associate Centre.

## Comoros

Comoros joined the worldwide UNESCO-UNEVOC Network on 6 January 2003 by nominating the "Centre Nationale Horticole" as its national UNEVOC Centre.

## Côte d'Ivoire

A TVET expert from Côte d'Ivoire participated in the UNESCO-UNEVOC workshop on subregional co-operation in TVET in West Africa, which was held in Dakar, Senegal, in May 2002 (see page 24).

## Cuba

A delegation from Cuba, led by Mr Guillermo Álvarez Palmero, Director-General of "Intercambio Científico Educativo" of the Ministry of Education of Cuba, paid a visit to the UNESCO-UNEVOC International Centre on 24 June 2002. Members of the delegation and staff of the UNESCO-UNEVOC International Centre expressed, among other issues, the desirability of carrying out a feasibility study for exploring ways for UNEVOC's involvement in enhancing regional co-operation in the field of TVET in Latin America and the Caribbean.

## Dominica

Dominica joined the worldwide UNESCO-UNEVOC Network on 20 October 2002 by nominating the "Isaiah

Thomas Secondary/Technical School" in St. Joseph as its national UNEVOC Centre.

## Eritrea

Eritrea joined the worldwide UNESCO-UNEVOC Network on 31 October 2002 by nominating the "Department of Technical and Adult Education" at the Ministry of Education in Asmara as its national UNEVOC Centre.

## Estonia

Estonia joined the worldwide UNESCO-UNEVOC Network on 17 October 2002 by nominating the "Foundation Vocational Education and Training Reform in Estonia" as its national UNEVOC Centre.

Ms Margit Rammo, representing the UNEVOC Centre at the Foundation Vocational Education and Training Reform in Estonia, participated in the "Focus Group Meeting on the Revitalisation of the UNEVOC Network", held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

## Gabon

Gabon joined the worldwide UNESCO-UNEVOC Network on 26 November 2003 by nominating the "Ecole Normale Supérieure de l'Enseignement Technique" as its national UNEVOC Centre.

## Gambia

Gambia joined the worldwide UNESCO-UNEVOC Network on 17 May 2002 by nominating the "Gambia Technical Training Institute" in Banjul as its national UNEVOC Centre.

## Germany

At the "European Congress and Specialist Trade Fair for Education and Information Technology" (LEARNTEC) held in Karlsruhe in February 2002, the UNESCO-UNEVOC International Centre organised a Special UNESCO-

## 5. Promoting Partnerships Including Inter-agency Collaboration

UNEVOC Workshop "Focus Southern Africa" (see page 20).

A workshop on "E-learning and knowledge management in Southern Africa" was organised jointly with the German Foundation for International Development (DSE) on 8 October 2002 in Bonn (see page 42).

The UNESCO-UNEVOC International Centre participated in the annual assembly of the German Commission for UNESCO with a focus on "Sustainable Development" in Nuremberg, in November 2002.

Several meetings were held with representatives of the German Federal Ministry of Education and Research (BMBF) and the German Federal Ministry for Economic Cooperation and Development (BMZ), with the German Federal Institute for Vocational Training (BIBB) as well as with other German agencies engaged in TVET.

Ms Ute Hippach-Schneider, representing the UNEVOC Centre at the Federal Institute for Vocational Training, participated in the "Focus Group Meeting on the Revitalisation of the UNEVOC Network", held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

For further information, see also section "Relations within the Host Country" (page 57).

### Ghana

Ghana joined the worldwide UNESCO-UNEVOC Network on 3 October 2002 by nominating the "Accra Technical Training Centre" in Accra as its national UNEVOC Centre.

### Iceland

Iceland joined the worldwide UNESCO-UNEVOC Network on 5 August 2003 by nominating the "Research Liaison Office" at the University of Iceland as its national UNEVOC Centre.

### India

A delegation from Hyderabad, State of Andhra Pradesh, led by Mr N. Md. Farook, Minister for Higher Education, Minorities Welfare, Wakf and Urdu Academy, paid a visit to the UNESCO-UNEVOC International Centre on 19 May 2003. Exchanges of views touched on the YES Conference, to be held in India in December 2003, and on the global UNEVOC Network for TVET.

The Board of Intermediate Education in Hyderabad then became, as a result of these discussions, a second UNEVOC Associate Centre on 14 August 2003.

An inauguration ceremony was held in Hyderabad on 19 December 2003 in the presence of Minister N. Md. Farook, Mr Shashank Goel, Director of the State Institute of Vocational Education, and Ms Astrid Hollander from the UNESCO-UNEVOC International Centre, who had also participated in the YES Conference.

Ms Shubhangi Sharma and Mr Murari Lal Thanvi from Rajasthan, India, visited the UNESCO-UNEVOC International Centre from 6 to 24 of October 2003 within the framework of the Centre's Fellowship Programme. Ms Sharma and Mr Thanvi work for the Doosra Dashak Foundation for Education and Development.

Mr S. Z. Haider, representing the UNEVOC Centre at the Pandit Sunderlal Sharma Central Institute of Vocational Education, participated in the "Focus Group Meeting on the Revitalisation of the UNEVOC Network", held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

### Italy

Italy joined the worldwide UNESCO-UNEVOC Network on 20 May 2002 by nominating the "Istituto Tecnico Industriale Statale Leopoldo Nobili" in Reggio Emilia as its national UNEVOC Centre.

### Jordan

Mr Munther Al-Masri, representing the UNEVOC Associate Centre at the National Centre for Human Resources Development, participated in the "Focus Group Meeting on the Revitalisation of the UNEVOC Network",



held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

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### Kazakhstan

Representatives from Kazakhstan participated in an ETF seminar and UNESCO-UNEVOC workshop on "Social Partnership", which took place in Almaty from 9 to 14 September 2003. The Team Leader of the UNEVOC Centre and National Observatory was then invited to come to Bonn for further consultations with the Project Co-ordinator at the UNESCO-UNEVOC International Centre. Further details can be found under section "Central Asia" (page 33).

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### Kyrgyzstan

Representatives from Kyrgyzstan participated in an ETF seminar and UNESCO-UNEVOC workshop on "Social Partnership", which took place in Almaty from 9 to 14 September 2003. Further details can be found under section "Central Asia" (page 33).

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### Lao People's Democratic Republic

Ms Phonephet Boupha, Deputy Director General, Department of Higher, Technical and Vocational Education from the Ministry of Education, Lao People's Democratic Republic visited the UNESCO-UNEVOC International Centre on 26 February 2002. Possibilities were discussed for organising a seminar on TVET for teachers in the region. As a result, Mr Soulikhamkone Sisoulath, Head of the TVE Division of the Ministry, participated in the planning meeting held in Bangkok, Thailand, from 22 to 24 May 2002 (see page 30).

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### Lesotho

Mr Nkopane Paul Ramaphiri participated in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20).

### Lithuania

Mr Vincentas Dienys, representing the UNEVOC Centre at the National Observatory in Lithuania and Methodical Centre for Vocational Education and Training, participated in the "Focus Group Meeting on the Revitalisation of the UNEVOC Network", held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

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### Malawi

Mr Godfrey Kafere participated in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20).

A delegation, representing the Technical, Entrepreneurial, Vocational Education and Training Authority as well as the Council for NGOs in Malawi, paid a visit to the UNESCO-UNEVOC International Centre on 5 November 2003. This visit was part of a study tour in Germany. The delegation was briefed on the activities carried out by the UNESCO-UNEVOC International Centre and particularly on the global UNEVOC Network.

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### Maldives

Maldives joined the worldwide UNESCO-UNEVOC Network on 18 June 2003 by nominating the "Centre for Continuing Education" at the Ministry of Education as its national UNEVOC Centre.

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### Mali

A TVET expert from Mali participated in the UNESCO-UNEVOC workshop on subregional co-operation in TVET in West Africa, which was held in Dakar, Senegal, in May 2002 (see page 24).

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### Malta

Malta decided to expand its involvement in the worldwide UNESCO-UNEVOC Network by nominating on 7 January 2003 – besides the existing UNEVOC Centre – the "Malta College of Arts, Science and Technology" as a UNEVOC Associate Centre.

## 5. Promoting Partnerships Including Inter-agency Collaboration

### Mauritania

ATVET expert from Mauritania participated in the UNESCO-UNEVOC workshop on subregional co-operation in TVET in West Africa, which was held in Dakar, Senegal, in May 2002 (see page 24).

### Mauritius

The Chairman of the National Computer Board (NCB), Mr Suresh Munbodh, participated in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20), where he agreed to conduct a survey on ICT applications in TVET in SADC countries.

The UNESCO-UNEVOC International Centre participated in Infotech 2002 with its exhibition stand.

The Chairman of the National Computer Board and the Director of the Industrial and Vocational Training Board, Mr Roland Dubois, and his staff were involved in Steering Group activities of the LLWF Initiative (see page 22).

In late 2002, Mauritius declared its interest to participate in the feasibility study on the development of a regional qualifications framework in Southern Africa (see page 18).

With support by the UNESCO-UNEVOC International Centre, Mr Suresh Munbodh participated actively, on behalf of the Minister of Information Technology and Telecommunications of Mauritius, Mr Deelchand Jeeha, in the International LEARNTEC Forum 2003, in Karlsruhe, Germany.

### Mozambique

Mr José Fumo participated in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20).

### Namibia

Mr Lyndon B. Januarie participated in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20).

In late 2002, Namibia declared its interest to participate in the feasibility study on the development of a regional qualifications framework (see page 18).

### Norway



Close contacts were maintained with the 2002 co-ordinator of the Nordic Network of UNEVOC Centres, Mr Rolf Kristiansen.

The UNESCO-UNEVOC International Centre participated in the workshop "Training for Survival and Development in Southern Africa: Skills Development and Entrepreneurship Education in International Development Co-operation – Experiences and Prospects" held in Oslo, Norway, from 14 to 15 November 2002. Staff of the UNESCO-UNEVOC International Centre met with Mr Magne Velure, President of the National Commission for UNESCO.

Mr Rolf Kristiansen, representing the UNEVOC Associate Centre at the National Institute of Technology, participated in the "Focus Group Meeting on the Revitalisation of the UNEVOC Network", held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

### Palau

Palau joined the worldwide UNESCO-UNEVOC Network on 15 October 2002 by nominating the "Bureau of Education" at the Ministry of Education as its national UNEVOC Centre.

### Republic of Korea

Mr Suk-Min Chang, Senior Research Fellow at the Korea Research Institute for Vocational Education and Training (KRIVET), and Mr Byeong-Kug Song of the Soonchunhyang University, paid an orientation visit to the UNESCO-UNEVOC International Centre on 28 January 2003.

Mr Jang-ho Kim and Mr Kisung Lee, representing the UNEVOC Associate Centre at KRIVET, participated in the "Focus Group Meeting on the Revitalisation of the

UNEVOC Network", held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

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### Russian Federation

Mr Mikhail Rachkov, representing the UNEVOC Centre at the International Centre of Educational Systems, participated in the "Focus Group Meeting on the Revitalisation of the UNEVOC Network", held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

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### Saint Kitts and Nevis

Saint Kitts and Nevis joined the worldwide UNESCO-UNEVOC Network on 14 April 2003 by nominating the "Clarence Fitzroy Bryant College" as its national UNEVOC Centre.

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### Saint Lucia

Saint Lucia joined the worldwide UNESCO-UNEVOC Network on 15 January 2003 by nominating the "Unit for Technical and Vocational Education and Training" at the Ministry of Education, Human Resource Development, Youth and Sports as its national UNEVOC Centre.

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### Saint Vincent and the Grenadines

Saint Vincent and the Grenadines joined the worldwide UNESCO-UNEVOC Network on 25 February 2003 by nominating the "Unit for Technical and Vocational Education" at the Ministry of Education, Youth and Sports as its national UNEVOC Centre.

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### Senegal

The UNESCO-UNEVOC workshop on subregional co-operation in TVET in West Africa was held in Dakar, Senegal, in May 2002 (see page 24).

TVET experts from Senegal participated actively.

### Seychelles

In late 2002, the Seychelles declared their interest to participate in the feasibility study on the development of a regional qualifications framework in Southern Africa (see page 18).

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### Sierra Leone

ATVET expert from Sierra Leone participated in the UNESCO-UNEVOC workshop on subregional co-operation in TVET in West Africa, which was held in Dakar, Senegal, in May 2002 (see page 24).

Mr Mohamed Jalloh, representing the UNEVOC Centre at the National Council for Technical, Vocational and Other Academic Awards, participated in the "Focus Group Meeting on the Revitalisation of the UNEVOC Network", held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

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### South Africa

Mr Joe Samuels participated in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20).

During this workshop, meetings were also held with the Ministers of Education of South Africa's Cape Province, Mr André Gaum, and North West Province, Mr Zacharia Pitso Tolo, as well as with the stakeholders Ms Ngoato Takalo and Mr Danie Kok, on DASSIE and ADP projects.

In late 2002, South Africa declared its interest to participate in the feasibility study on the development of a regional qualifications framework in Southern Africa (see page 18).

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### Sri Lanka

Mr P. M. Leelaratne, Additional Secretary at the Ministry of Tertiary Education and Training and Team Leader of the national UNEVOC Centre, assisted the UNESCO-UNEVOC International Centre from 11 to 30 April 2003 in analysing the feedback received on the survey "Future Outlook and Prospects of the UNEVOC Network" (see page 12).

## 5. Promoting Partnerships Including Inter-agency Collaboration

Mr P. M. Leelaratne also participated in the "Focus Group Meeting on the Revitalisation of the UNEVOC Network", held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

### Sudan

In April 2002 the UNESCO-UNEVOC International Centre received a visit from Mr Mubarak Mohamed Ali Magzoub, Minister of Higher Education and Scientific Research, Sudan, Mr Isam Eltohami, Embassy of Sudan, Bonn, and Mr Winrich Breipohl, University of Bonn. Besides exchanging information about current work activities, a proposal was made for a possible attachment from the Ministry of Sudan to work at the UNESCO-UNEVOC International Centre to assist with the implementation of current national changes in TVET in Sudan.

The Minister paid another visit to the UNESCO-UNEVOC International Centre in November 2002. It was agreed that an advisor to the Minister would take part in the regional experts meeting in Beirut, December 2002 (see page 27).

### Swaziland

Mr Sabelo R. Mhkonta participated in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20).

In late 2002, Swaziland declared its interest to participate in the feasibility study on the development of a regional qualifications framework in Southern Africa (see page 18).

### Tajikistan

Representatives from Tajikistan participated in an ETF seminar and UNESCO-UNEVOC workshop on "Social Partnership", which took place in Almaty from 9 to 14 September 2003. Further details can be found under section "Central Asia" (page 33).

### Thailand

A delegation of the Department of Vocational Education, Ministry of Education of Thailand, paid a visit to the UNESCO-UNEVOC International Centre on 6 September 2002. The delegation showed keen interest in becoming involved in the implementation of a project on teaching and learning materials to be initiated by the UNESCO-UNEVOC International Centre in remote and rural areas of a number of countries in the Asian region.

### The former Yugoslav Republic of Macedonia

A delegation from the former Yugoslav Republic of Macedonia, representing the Ministry of Education and Science as well as the Bureau for Development of Education, visited the UNESCO-UNEVOC International Centre on 21 November 2002. The participants paid great attention to the Centre's activities concerning its involvement in promoting and stimulating regional cooperation. They indicated their intention to explore possibilities for establishing similar actions - in collaboration with the UNESCO-UNEVOC International Centre - with their neighbours in the Balkan area. The discussions furthermore concentrated on the visitors' wish to join the UNEVOC Network in the very near future. They assured consultation with their National Commission for UNESCO immediately upon their return.

The former Yugoslav Republic of Macedonia joined the worldwide UNESCO-UNEVOC Network on 25 March 2003 by nominating the "Bureau for Development of Education" as its national UNEVOC Centre.

### United Kingdom of Great Britain and Northern Ireland

A delegation from the United Kingdom of Great Britain and Northern Ireland visited the UNESCO-UNEVOC International Centre on 29 September 2002 to explore the possible participation of the United Kingdom in the UNEVOC Network. As a result, the United Kingdom joined the worldwide UNESCO-UNEVOC Network on 31 March 2003 by nominating the "Learning and Skills Development Agency" (LDSA) and the "British Council" as its joint national UNEVOC Centre.

LSDA will act as the contact point, supported by the British Council's Vocational Partnerships team, which will provide the overseas links.

Mr Grenville Jones, Consultant to the Department for International Development (DFID), paid two visits to Bonn to explore collaboration in the context of the LLWF Initiative.

Ms Katie Epstein, representing the British Council at the UNEVOC Centre, participated in the "Focus Group Meeting on the Revitalisation of the UNEVOC Network", held at the UNESCO-UNEVOC International Centre from 20 to 21 November 2003.

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### United Republic of Tanzania

Mr Abdon H. Kisima participated in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20).

Ms Bernadetta Ndunguru, Vocational Education and Training Authority (VETA), was involved in two Steering Group meetings in Bonn (via telephone) and in Oslo to explore the organisation of a workshop in the United Republic of Tanzania towards mid-2003 (see pages 19-20, projects 2, 5 and 7).

In late 2002, the United Republic of Tanzania declared its interest to participate in the feasibility study on the development of a regional qualifications framework (see page 18).

In 2003, Ms Bernadetta Ndunguru spent several weeks at the UNESCO-UNEVOC International Centre to prepare the second LLWF workshop, which was held in Dar es Salaam from 24 to 26 September 2003 (see page 21).

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### Uruguay

Uruguay joined the worldwide UNESCO-UNEVOC Network on 30 October 2002 by nominating the "Centro de Capacitación y Producción" (CECAP) in Montevideo as its national UNEVOC Centre.

### Uzbekistan

Uzbekistan joined the worldwide UNESCO-UNEVOC Network on 20 May 2002 by nominating the "Institute for Development of Secondary Specialised Vocational Education" as its national UNEVOC Centre.

Representatives from Uzbekistan participated in an ETF seminar and UNESCO-UNEVOC workshop on "Social Partnership", which took place in Almaty from 9 to 14 September 2003. Further details can be found in section "Central Asia" (page 33).

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### Venezuela

Venezuela joined the worldwide UNESCO-UNEVOC Network on 13 March 2003 by nominating the "National Institute of Educational Cooperation" (Instituto Nacional de Cooperación Educativa, INCE) as its national UNEVOC Centre.

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### Zambia

Ms Sarah Kaulule participated in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20).

In late 2002, Zambia declared its interest to participate in the feasibility study on the development of a regional qualifications framework in Southern Africa (see page 18).

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### Zimbabwe

Mr Netsai N. C. Ndemera participated in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20).

In late 2002, Zimbabwe declared its interest to participate in the feasibility study on the development of a regional qualifications framework in Southern Africa (see page 18).

## 5. Promoting Partnerships Including Inter-agency Collaboration

### 5.2 Inter-agency Collaboration

#### 5.2.1 International Partnerships

##### International Labour Organization (ILO)



The UNESCO-ILO joint working group held its third meeting on the occasion of the inauguration of the UNESCO-UNEVOC International Centre in Bonn on 9 April 2002.

The ILO and the UNESCO-UNEVOC International Centre agreed on a Feasibility Study on a Regional Qualifications Framework in Southern Africa (see "A Regional Qualifications Framework for Southern Africa?", page 18). Terms of Reference were adopted.

The ILO participated in the UNESCO-UNEVOC workshop in Dakar (see page 24) and in the regional Expert Consultation in Beirut (see page 27).

The ILO presented their activities in TVET in a number of articles for the UNESCO-UNEVOC Bulletin.

*UNESCO and the international community have set the ambitious goal "to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes" (World Forum on Education, Dakar, 2000). The effort to provide basic education and literacy for all children and adults will underpin the economic and social development of countries by ensuring the capacity of people to learn and provide the foundation for their employability and access to decent work. This is also one of the key policy challenges in the ILO's Global Employment Agenda. Education for All and Work for All are two sides of the same coin.*

From: A joint message from UNESCO and ILO by Mr John Daniel and Mr Göran Hultin, 2002

See: [www.ilo.org/public/english/employment/skills/](http://www.ilo.org/public/english/employment/skills/)

##### ILO CINTERFOR



CINTERFOR

During his mission to Latin America (1 to 8 November 2003) the Director of the UNESCO-UNEVOC International Centre visited the ILO Inter-American Research and Documentation Centre on Vocational Training (CINTERFOR) in Montevideo, Uruguay, to examine possibilities for joint activities in Latin America and the Caribbean, for strengthening the UNEVOC Network, and for possible collaborative activities in the area of knowledge sharing, publications and research concerning TVET.

##### United Nations Volunteers (UNV)



Meetings at the Headquarters of the United Nations Volunteers, Bonn, contributed to an improved understanding of their activities, particularly the United Nations Information Technology Service (UNITeS). Jointly with visitors from the field, co-operation with UNV and UNITeS has been explored in selected activities in Southern Africa, the Arab States and Central Asia. As a consequence, preparations were made for the attachment of a Volunteer to the co-ordinator of LLWF at the Department of Vocational Education and Training of Botswana (see page 22).

##### Commonwealth of Learning (COL)



A workshop organised in partnership with the Commonwealth of Learning (COL) was held in Apia, Samoa, in June 2003 with participants from eleven countries of the Pacific region (see page 32).

See: [www.col.org](http://www.col.org)

## Agence intergouvernementale de la Francophonie (AIF)



A representative of the AIF participated actively in the UNESCO-UNEVOC Workshop on Subregional Co-operation in TVET in West Africa in Dakar, Senegal (page 24). Foundations for further co-operation in the area of knowledge management in TVET were developed at the launch of the "Base des savoirs francophones" (BSF) in Marseille, early 2003.

Within the context of the "Partenariat inter-états d'Afrique de l'ouest" (PIEAO) meeting of the AIF in Dakar, Senegal, in February 2003, representatives of the francophone countries underlined their interest in liaising with the UNEVOC Network.

See: [www.francophonie.org](http://www.francophonie.org)

## Working Group for International Co-operation in Skills Development



Staff of the UNESCO-UNEVOC International Centre participated in a meeting of the Working Group

on "Vocational Skills Development in Sub-Saharan Africa: A World Bank Review", Edinburgh, United Kingdom, October 2002.

At the invitation of the UNESCO-UNEVOC International Centre, the Working Group then held its eighth meeting in Bonn, with a thematic focus on "Life Skills – A Bridge between Education and Training?" from 28 to 30 April 2003 (see page 38).

See: [www.norrag.org/wg](http://www.norrag.org/wg)

## International Vocational Education and Training Association (IVETA)



Mr James Williamson, Vice-President of IVETA for Eastern and Southern Africa, participated in the LLWF Steering Group meeting in Mauritius, October 2002, to help develop the project proposal on "Training of Technical and Vocational Education and Training (TVET) Trainers in the SADC Sub-Region" (see page 19, project 5).

## Education Development Center (EDC)/ Youth Employment Summit (YES) Campaign



The Education Development Center (EDC) is an international, non-profit organisation dedicated to enhancing learning, promoting health, and fostering a deeper understanding of the world. One of its Projects is the Youth Employment Summit (YES) Campaign. The YES Campaign was launched at the Alexandria Youth Employment Summit in Egypt in September 2002.

Representatives from the UNESCO-UNEVOC International Centre participated in this summit and also in the 2003 Regional Youth Employment Summit in Hyderabad, India.

Ms Puneetha Palakurthi, Global Alliance Co-ordinator of YES, visited the UNESCO-UNEVOC International Centre in November 2003. Ways for co-operative activities were explored. Ms Palakurthi also gave a presentation within the framework of the Centre's Outreach Programme on "Promoting Social Entrepreneurship through Service Learning: YES Academy, an Experiment".

## 5. Promoting Partnerships Including Inter-agency Collaboration

### 5.2.2 Regional Partnerships

#### Southern African Development Community (SADC)



Ms Lomthandazo Mavimbela, SADC Human Resource Development Sector, participated in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20).

At the Annual Human Resources Development Sectoral Meeting held in Mauritius in July 2002, the Ministers noted that the Technical Committee on Intermediate Education and Training (TCIET) was collaborating with the Learning for Life, Work and the Future (LLWF Initiative) spearheaded by the Government of Botswana. The Ministers approved the Strategic Plan for the TCIET, which includes the work undertaken by the LLWF Initiative, as an integral part of the Technical Committee activities and adopted the LLWF initiative as a SADC initiative.

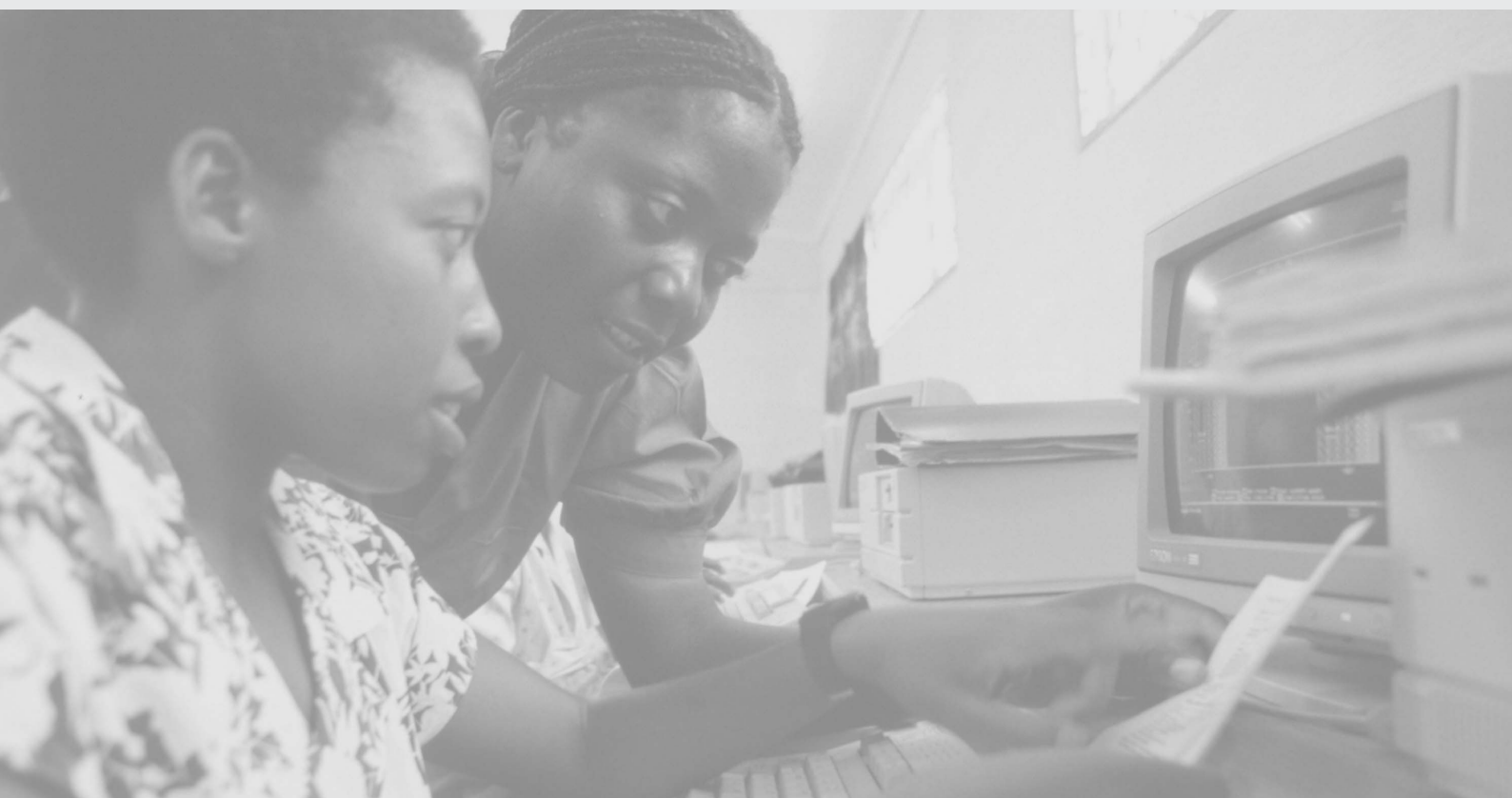
#### European Training Foundation (ETF)



The UNESCO-UNEVOC International Centre has maintained close collaboration with the European Training Foundation (ETF) in Turin, Italy. The ETF was an active partner in Central Asia (see page 33) and in the Expert Consultation in the Arab States in Beirut (see page 27).

The UNESCO-UNEVOC International Centre was actively involved in a Workshop "Role and Challenges of the Teaching Profession in VET Reform" during the ETF Advisory Forum Conference "Learning Matters" in Turin in November 2003.

The ETF contributed on various occasions to the UNESCO-UNEVOC Bulletin.





## 5.3 Public-private Partnerships

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### Karlsruher Messe und Kongress-GmbH

During the European Congress and Specialist Trade Fair for Education and Information Technology (LEARNTEC) in February 2002, the Karlsruher Messe und Kongress-GmbH was an important partner and a major sponsor of the UNESCO-UNEVOC International Centre in the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" (see page 20).

### SAP AG

In the first half of 2002, contacts with the software company SAP AG, Corporate Research, were resumed in Karlsruhe and in Bonn in order to promote public-private partnership in the area of knowledge manage-

ment and e-learning with a focus on Southern Africa (see page 20, project 8). Common areas of interest were identified with DASSIE and the Africa Drive Projects. This was done in close collaboration with Southern African partners at LEARNTEC 2002 (see Special UNESCO-UNEVOC Workshop "Focus Southern Africa", page 20) and at the LLWF Steering Group meeting in Bonn (see page 22).

### Adam Opel AG

Contacts were established with the car manufacturer Adam Opel AG. Potential joint activities were discussed with Ms Klaudia Martini, Member of the Board of Management.

## 5.4 Relations within the Host Country

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The UNESCO-UNEVOC International Centre was involved in a broad range of events and meetings organised by partners in the Host Country, or jointly with them. The following is a selection rather than an exhaustive overview.

### UN agencies in Bonn

During a ceremony with the Secretary-General of the United Nations, Mr Kofi Annan, held in Berlin in February 2002, the former complex of parliamentary buildings in Bonn ("Bundeshaus") was officially devoted to become the future United Nations Campus in Bonn.

The UNESCO-UNEVOC International Centre became the first UN agency in Bonn to train apprentices according to local German standards (see page 75). Contacts were made with other UN agencies in Bonn to join this initiative.

### German Federal Parliament

Two Members of the German Federal Parliament (Deutscher Bundestag), Ms Brigitte Adler and Mr Ulrich Kelber, paid an information visit to the UNESCO-UNEVOC International Centre on 7 March 2002.

### German Federal Ministry of Education and Research

The German Federal Ministry of Education and Research (BMBF) continued to provide material as well as immaterial support.

In November 2002, Mr Karsten Brenner and Mr Hermann Müller-Solger, Director-General and Deputy Director-General for International Co-operation, handed over to their successors. Both gentlemen had been closely associated with the signing of the Agreement between UNESCO and Germany on UNEVOC in 1992, and with

## 5. Promoting Partnerships Including Inter-agency Collaboration

the hosting and establishment of the UNESCO-UNEVOC International Centre in Bonn. Mr Herbert Diehl took over as Director-General for International Co-operation.

On 16 December 2002, Mr Hermann Müller-Solger, Mr Michael Schlicht and Mr Michael Széplabi (BMBF) as well as Mr Andreas Baaden (German Commission for UNESCO) came to the UNESCO-UNEVOC International Centre for in-depth talks on the development of UNESCO's activities in TVET and on the development of the Centre.

In 2003, contacts were followed up on various occasions with Mr Michael Schlicht.

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### German Federal Ministry of Foreign Affairs

The German Federal Ministry of Foreign Affairs (Auswärtiges Amt) and, in particular, Ambassador (ret.) Harald Ganns continued to be the major partner for all international agencies in Bonn with respect to the host country agreement and to status matters.

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### German Federal Ministry for Economic Co-operation and Development

The German Federal Ministry for Economic Co-operation and Development (BMZ) continued to be the most important sponsor of programme activities carried out by the UNESCO-UNEVOC International Centre. Following three previous agreements on Funds-in-Trust between UNESCO and BMZ, a fourth and fifth agreement were prepared and signed in late 2002 and late 2003 respectively.

In December 2002, Mr Stefan Lock, accompanied by Mr Friedrich Hammerschmidt (GTZ) visited the UNESCO-UNEVOC International Centre for in-depth discussions on the Centre's activities.

In December 2003, Mr Heiko Fähnel, who had succeeded Mr Bernhard Kühn as the UNESCO-UNEVOC International Centre's major contact point, paid a first visit to the Centre.

### German Commission for UNESCO

The German Commission for UNESCO was involved in all major events and meetings in Germany organised by the UNESCO-UNEVOC International Centre. In turn, the UNESCO-UNEVOC International Centre participated in a range of events staged by the German Commission for UNESCO.

The UNESCO-UNEVOC International Centre was involved in the General Assemblies of the German Commission for UNESCO in Nuremberg (November 2002) and in Hamburg (July 2003).

The UNESCO-UNEVOC International Centre continued to participate on a regular basis in meetings of the Education Committee.

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### Ministry of Education of North Rhine-Westphalia

Ms Wilma M. Elsing, responsible for technical and vocational education in the Ministry of Education of the German State of North Rhine-Westphalia, visited the UNESCO-UNEVOC International Centre twice to facilitate closer relationships between the Centre and various public and private TVET establishments in and near Bonn.

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### Deutsche Gesellschaft für Technische Zusammenarbeit (German Agency for Technical Co-operation, GTZ)

The Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) and the UNESCO-UNEVOC International Centre co-operated in the Arab States, in the context of the respective regional TVET initiatives (see page 26). Meetings to that end were held in Bonn (September 2002) and in Eschborn (June 2003).

Several meetings with representatives of the GTZ served to explore joint activities in the context of learning materials for TVET, including e-learning.

At a meeting in Bonn on 4 December 2002 with Mr Friedrich Hammerschmidt, collaboration was ex-

plored to support the UNESCO-UNEVOC International Centre's efforts to facilitate co-operation between donors and recipients (see page 38).

Crystal/GTZ supported the production of a set of DVDs from the series of videos "Learning and Working" (see pages 36-37).

### Internationale Weiterbildung und Entwicklung gemeinnützige GmbH (InWEnt)<sup>3</sup>

The UNESCO-UNEVOC International Centre benefited from groups of experts and counterparts of the German Foundation for International Development (DSE) by receiving many of the participants in their training courses as visitors to the Centre.

### Büro Führungskräfte zu Internationalen Organisationen

The Büro Führungskräfte zu Internationalen Organisationen (BFIO) continued to handle matters of Associate Experts seconded to the UNESCO-UNEVOC International Centre by the Government of Germany.

### City of Bonn

The City of Bonn and its Mayor, Ms Bärbel Dieckmann, interacted with the UNESCO-UNEVOC International Centre on the occasion of many official events.

Since 2000, the UNESCO-UNEVOC International Centre has participated actively in the celebrations of the United Nations Day in Bonn.

The United Nations Day marks the anniversary of the entry into force of the United Nations Charter on 24 October 1945. Since 1948, it has traditionally been commemorated throughout the world by meetings, discussions and exhibitions on the achievements and goals of the Organization.

In 2003, this event was celebrated for the eighth time, in co-operation with the City of Bonn, by all the United Nations organisations located there. They exhibited their work and discussed their activities with interested parties that attended the event in the Bonn Market Place.

<sup>3</sup> The "Deutsche Stiftung für Internationale Entwicklung", (DSE) and the "Carl Duisberg Gesellschaft" merged in 2002 and now are both part of InWEnt "Internationale Weiterbildung und Entwicklung gemeinnützige GmbH (Capacity Building International, Germany). For further information, see [www.inwent.org](http://www.inwent.org)



## 6. Indexes

### 6.1 Countries

Index entries cover countries that are mentioned explicitly in this report. More information on UNESCO-UNEVOC partners in countries not listed here is available in the UNEVOC Directory. ([www.unevoc.unesco.org/directory](http://www.unevoc.unesco.org/directory))

Afghanistan >> 45, 73	Kiribati >> 32
Algeria >> 3, 26, 71	Kyrgyzstan >> 33, 49
Angola >> 16, 78	Lao People's Democratic Republic >> 30, 31, 49, 69, 70
Australia >> 4, 45, 68, 69, 70, 71, 72	Lebanon >> 26, 27, 28, 65
Bahrain >> 26, 45, 68, 70, 73	Lesotho >> 16, 20, 49
Benin >> 26	Libyan Arab Jamahiriya >> 26
Botswana >> 3, 16, 20, 21, 22, 23, 39, 45, 46, 54, 56, 70	Lithuania >> 49
Brazil >> 34, 46	Malawi >> 16, 20, 21, 49, 73
Burkina Faso >> 26, 78	Malaysia >> 30
Cambodia >> 30, 31, 70	Maldives >> 13, 49
Cameroon >> 26, 75, 78	Mali >> 26, 49
Canada >> 3, 13, 36, 42, 46, 68, 69, 71, 73, 74, 77, 78	Malta >> 13, 49
Chile >> 13, 46, 71	Marshall Islands >> 32
China >> 47, 70, 72, 73	Mauritania >> 26, 50
Comoros >> 13, 47	Mauritius >> 4, 16, 19, 20, 21, 22, 23, 46, 50, 55, 56
Cook Islands >> 32	Micronesia >> 32
Côte d'Ivoire >> 26, 47	Mongolia >> 38
Cuba >> 47, 69	Morocco >> 26
Democratic Republic of the Congo >> 16	Mozambique >> 16, 20, 50
Djibouti >> 26	Myanmar >> 31
Dominica >> 13, 47	Namibia >> 16, 20, 50
Egypt >> 26, 28, 55	Nauru >> 32
Eritrea >> 13, 47	Nepal >> 30
Estonia >> 13, 47	Netherlands >> 71, 73
Ethiopia >> 70	Niger >> 25, 26
Fiji >> 32	Nigeria >> 25, 26
France >> 79	Niue >> 32
Gabon >> 13, 47	Norway >> 22, 23, 50
Gambia >> 13, 26, 47	Oman >> 26
Germany >> 5, 6, 14, 15, 20, 22, 23, 42, 45, 47, 49, 50, 57, 58, 59, 69, 70, 71, 72, 73, 74, 78, 79	Pakistan >> 75
Ghana >> 13, 26, 48	Palau >> 13, 32, 50
Guinea >> 26	Palestinian Authority >> 26, 28
Haiti >> 36	Papua New Guinea >> 32
Iceland >> 13, 48	Philippines >> 30, 70, 72, 78
India >> 4, 13, 14, 15, 48, 55, 68, 71, 72	Qatar >> 26
Indonesia >> 70	Republic of Korea >> 4, 6, 16, 30, 50, 71, 79
Iraq >> 26, 28	Russian Federation >> 51
Italy >> 13, 48, 56	Saint Kitts and Nevis >> 13, 51
Japan >> 73, 78	Saint Lucia >> 13, 51
Jordan >> 26, 28, 48,	Saint Vincent and the Grenadines >> 13, 51
Kazakhstan >> 33, 38, 49, 70	Saudi Arabia >> 26
Kenya >> 78	Samoa >> 32, 54
	Senegal >> 7, 24, 25, 26, 47, 49, 50, 51, 55
	Seychelles >> 16, 51
	Sierra Leone >> 51
	Singapore >> 78
	Solomon Islands >> 32
	Somalia >> 26
	South Africa >> 16, 20, 21, 23, 42, 51
	Sri Lanka >> 12, 14, 30, 31, 38, 51, 70, 72

Sudan >> 52, 69, 70	Tuvalu >> 32
Swaziland >> 16, 20, 21, 52	Uganda >> 78
Switzerland >> 22, 71	United Arab Emirates >> 26
Syrian Arab Republic >> 28	United Kingdom of Great Britain and Northern Ireland >> 22, 52, 69
Taiwan of China >> 73	United Republic of Tanzania >> 4, 14, 16, 19, 20, 21, 22, 23, 38, 53
Tajikistan >> 33, 52	United States of America >> 72
Thailand >> 30, 31, 49, 52, 70	Uruguay >> 3, 13, 53, 54
The former Yugoslav Republic of Macedonia >> 52, 70	Uzbekistan >> 13, 33, 53
Timor-Leste >> 72	Venezuela >> 3, 13, 53
Togo >> 78	Viet Nam >> 30, 31, 73
Tokelau >> 32	Yemen >> 38
Tonga >> 32	Zambia >> 16, 20, 21, 53
Tunisia >> 26	Zimbabwe >> 16, 20, 21, 53
Turkey >> 78	
Turkmenistan >> 33	

## 6.2 Institutions

Index entries cover institutions that are mentioned explicitly in this report.

Accra Technical Training Centre >> 13, 48	Centre National Horticole >> 13
Adam Opel AG >> 57, 71, 72	Centre on Education and Training for Employment >> 72
Adelaide Institute of TAFE >> 45	Centro de Capacitación y Producción (CECAP) >> 3, 13, 53
African Youth Foundation >> 68	Chinese Federation of Disabled Persons (CFDP) >> 3, 47
Agence intergouvernementale de la Francophonie >> 3, 4, 25, 42, 55, 71	City of Bonn >> 59
American University of Beirut >> 70	Clarence Fitzroy Bryant College >> 13, 51
Asia-Pacific Network for International Education >> 3, 31	Commissionerate of Intermediate Education >> 13
Beijing Academy of Education Sciences >> 47	Commonwealth of Learning (COL) >> 3, 32, 54, 72
Botswana Training Authority (BOTA) >> 46	Denkmodell GmbH >> 69
British Council >> 52, 53	Department for International Development (DFID) >> 3, 22, 53, 69
Bundesanstalt für Gewässerkunde >> 71	Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) >> 3, 28, 46, 58, 59, 70, 71, 72
Bureau for Development of Education >> 13, 52	Deutsche Stiftung für Internationale Entwicklung (DSE) >> 3, 42, 48, 59, 70
Büro Führungskräfte zu Internationalen Organisationen >> 59	Deutsche Welthungerhilfe >> 73
Canadian Vocational Association >> 36, 46	Deutscher Bundestag >> 57
Carl Duisberg Gesellschaft (CDG) >> 42	Deutsches Institut für Internationale Pädagogische Forschung (DIPF) >> 73
Centre d'Etudes et de Recherche sur les Professions et les Qualifications >> 3	Doosra Dashak Foundation for Education and Development >> 14, 48
Centre for Aboriginal Human Resource Development (CAHRD) >> 13, 46	Ecole Normale Supérieure de l'Enseignement Technique >> 13, 47
Centre for Continuing Education >> 13, 49	European Centre for Higher Education (CEPES) >> 3, 67
Centre for Development Research (Zentrum für Entwicklungsforschung) >> 71, 73	European Congress and Specialist Trade Fair for Education and Information Technology (LEARNTEC) >> 4, 20, 42, 47, 50, 57, 73, 74
Centre Inter-Africain pour le Développement de la Formation Professionnelle (CIADFOR) >> 3	

## 6. Indexes

- European Training Foundation (ETF) >> 3, 33, 56
- Foundation Vocational Education and Training Reform in Estonia >> 13, 47
- Gambia Technical Training Institute >> 13, 47
- German Agency for Technical Cooperation (GTZ) >> 3, 28, 46, 58, 59, 70, 71, 72
- German Commission for UNESCO >> 8, 48, 58, 67, 69, 70, 71, 72, 73
- German Federal Institute for Vocational Training (BIBB) >> 3, 48, 70
- German Federal Ministry for Economic Co-operation and Development (BMZ) >> 3, 5, 58
- German Federal Ministry of Education and Research (BMBF) >> 3, 5, 48, 57, 58, 69, 71
- German Federal Ministry of Foreign Affairs >> 58
- German Foundation for International Development (DSE) >> 3, 42, 48, 59
- Griffith University >> 70, 71
- Hoffmann & Reif >> 72
- Industrial and Vocational Training Board (IVTB) >> 4, 19, 22, 23, 50
- Institut Universitaire d'Etudes du Développement >> 71
- Institute for International Cooperation of the German Adult Education Association (IZZ/DVV) >> 4, 45
- Instituto Nacional de Cooperación Educativa (INCE) >> 3, 13, 53
- International Bureau of Education (IBE) >> 3, 5, 67
- International Institute for Educational Planning (IIEP) >> 3, 5, 31, 67, 68, 69
- International Labour Organization (ILO) >> 3, 19, 22, 54, 67, 72
- International Vocational Education and Training Association (IVETA) >> 4, 55
- Internationale Weiterbildung und Entwicklung gGmbH (InWEnt) >> 3
- Isaiah Thomas Secondary/Technical School >> 13, 47
- Istituto Tecnico Industriale Statale Leopoldo Nobili >> 48
- Kluwer Academic Publishers >> 73
- Korean Research Institute for Vocational Education and Training (KRIVET) >> 4, 50, 71
- Learning and Skills Development Agency (LSDA) >> 4, 13, 52, 73
- Malta College of Arts, Science and Technology >> 13, 49
- Murdoch University >> 72
- Nagaoka University of Technology >> 73
- National Board for Technical Education >> 26
- National Computer Board (NCB) >> 4, 19, 22, 50
- National Council for Technical, Vocational and Other Academic Awards >> 51
- National Institute of Technology >> 23, 50
- National Kaohsiung University >> 73
- Network of Policy Research Review Advisory Groups on Education and Training (NORRAG) >> 4
- Nordic Network of UNEVOC Centres (NNUC) >> 4, 22, 23, 50
- Ontario Institute for Studies in Education >> 46, 69, 71, 73
- Pacific Association of TVET (PATVET) >> 4, 32
- Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) >> 4, 48
- Ramigé Film Produktion >> 72
- Royal Melbourne Institute of Technology (RMIT) >> 4, 45
- SAP AG >> 20, 21, 22, 42, 57
- Soonchunhyang University >> 50, 71
- Southern African Development Community (SADC) >> 4, 16, 17, 18, 19, 20, 21, 22, 23, 42, 50, 55, 56, 66
- Technical Committee on Intermediate Education and Training (TCIET) >> 4, 56
- Technical Education and Skills Development Authority (TESDA) >> 72
- Technological University of Dresden >> 73
- Tertiary and Vocational Education Commission >> 14
- UNESCO Institute for Education (UIE) >> 4, 5, 69, 70, 71, 73
- UNESCO Institute for Information Technologies in Education (IITE) >> 3, 5
- UNESCO Office Bangkok >> 30, 70
- UNESCO Office Beirut >> 28, 70, 73
- UNESCO Office New Delhi >> 71
- UNESCO Regional Office for Education in Africa (BREDA) >> 3, 19
- Unidad de Educación Media Técnico Profesional >> 13, 46
- United Nations High Commissioner for Refugees (UNHCR) >> 4, 72
- United Nations Information Technology Service (UNITeS) >> 54
- United Nations Volunteers (UNV) >> 4, 54
- University of Bremen >> 71, 73
- Universidad de Concepción >> 46, 71
- University of Hildesheim >> 72
- University of Iceland >> 13, 48
- University of Western Ontario >> 46, 73
- Vocational Education and Training Authority (VETA) >> 4, 14, 19, 20, 21, 22, 23, 38, 49, 53, 73
- Western States Machine Company >> 70
- Working Group for International Co-operation in Skills Development >> 22, 38, 55, 68
- World Health Organization (WHO) >> 4
- Youth Employment Summit Campaign (YES) >> 4, 48, 55, 68
- Zentrum für Entwicklungsforschung (Centre for Development Research) >> 71

## 6.3 Individuals

The index entries below cover individuals that are mentioned explicitly in this report.

Staff of the UNESCO-UNEVOC International Centre is not listed here.

Abdelkarim, Ahmed Gaafar, Mr, >> 70	Fien, John, Mr, >> 68, 70, 71
Ackermann, Birgit, Ms, >> 73	Frearson, Michael, Mr, >> 70, 73
Adler, Brigitte, Ms, >> 57, 69	Fumo, José, Mr, >> 50
Álvarez Palmero, Guillermo, Mr, >> 47, 69	Ganns, Harald, Mr, >> 58, 70, 71, 72
Al-Masri, Munther, Mr, >> 48	Gaum, André, Mr, >> 20, 51
Alcebo Valiente, Caridad A., Ms, >> 69	Gee, Ruth, Ms, >> 70
Annan, Kofi, Mr, >> 57	Goel, Shashank, Mr, >> 48
Aring, Monika K., Ms, >> 72	Gonzales Ramírez, Bienvenido, Mr, >> 69
Aro, Pekka, Mr, >> 8	Grollmann, Philipp, Mr, >> 71, 73
Baaden, Andreas, Mr, >> 58, 71, 72, 73	Guiang, Alcestis M., Ms, >> 72
Bartram, John, Mr, >> 72	Gutiérrez Rivero, Yanara, Ms, >> 69
Beck, Uwe, Mr, >> 20	Haftendorn, Klaus, Mr, >> 72
Berglund, Stefan, Mr, >> 72	Haider, S. Z., Mr, >> 48
Boduwe, Mildred, Ms, >> 45	Hammerschmidt, Friedrich, Mr, >> 58, 71
Bonell, Mike, Mr, >> 71	Hammoum, Wasr. Eddine, Mr, >> 71
Booker, Di, Ms, >> 45	Hang, Nguyen Thi, Ms, >> 69
Bordia, Anil, Mr, >> 68, 72	Hansen, Ron, Mr, >> 46, 68, 73
Boupha, Phonephet, Ms, >> 49, 69	Herok, Claudia, Ms, >> 71
Breipohl, Winrich, Mr, >> 52, 69, 70, 73	Herold, Peter, Mr, >> 71
Brenner, Karsten, Mr, >> 5, 57	Hippach-Schneider, Ute, Ms, >> 48
Bujinlham, Duger, Ms, >> 38	Hofmann, Michael, Mr, >> 67
Bulmahn, Edelgard, Ms, >> 6	Hüfner, Klaus, Mr, >> 8, 67, 72
Buttkus, Susanne, Ms, >> 70	Iwamoto, Wataru, Mr, >> 69
Carton, Michel, Mr, >> 71	Jalloh, Mohamed A., Mr, >> 51
Chambers, Simon, Mr, >> 70	Januarie, Lyndon B., Mr, >> 50
Chamekh, Mourad, Mr, >> 71	Jeeha, Deelahand, Mr, >> 50
Chang, Suk-Min, Mr, >> 50, 71	Jones, Grenville, Mr, >> 22, 53, 69
Charlesworth, Esther, Ms, >> 70	Joosery, Pradeep K., Mr, >> 23
Chinien, Chris, Mr, >> 46	Kafere, Godfrey, Mr, >> 49
Daerr, Hans-Joachim, Mr, >> 72	Kaletsch, Klaus-Peter, Mr, >> 70
Daniel, John, Mr, >> 6, 8, 54, 67	Karow, Willi, Mr, >> 70
Deitmer, Ludger, Mr, >> 73	Kaulule, Sarah, Ms, >> 53
Dieckmann, Bärbel, Ms, >> 59, 67	Kelber, Ulrich, Mr, >> 57, 69
Diehl, Herbert, Mr, >> 5, 58	Kewagamang, Mogotsa, Mr, >> 45, 46
Dienys, Vincentas, Mr, >> 49	Kim, Jang-ho, Mr, >> 50
Dubois, Roland, Mr, >> 23, 50	Kimura, Tetsuya, Mr, >> 73
Dybowski, Gisela, Ms, >> 70	Kisima, Abdon H., Mr, >> 53
Elsing, Wilma M., Ms, >> 58, 70	Kok, Danie, Mr, >> 20, 23, 51
Eltohami, Isam, Mr, >> 52, 69	Krebs, Hartmut, Mr, >> 46, 70
El-Zaemey, Abdel Kaher, Mr, >> 38	Kripanandam, B., Mr, >> 72
Epstein, Katie, Ms, >> 53	Kristiansen, Rolf, Mr, >> 22, 23, 50
Erhardt, Ulrich, Mr, >> 69	Kühn, Bernhard, Mr, >> 5, 58
Fähnel, Heiko, Mr, >> 5, 58	LaBarge, D. Carter, Mr, >> 70
Farook, N. Md., Mr, >> 48, 72	Lagah, Bashir, Mr, >> 73
Farstad, Halfdan, Mr, >> 23	Lauterbach, Uwe, Mr, >> 73
	Lee, Kisung, Mr, >> 50
	Leelaratne, P. M., Mr, >> 12, 14, 38, 51, 52, 72
	Liu, Chia-ju, Ms, >> 73
	Liu, Jinghui, Ms, >> 72
	Lock, Stefan, Mr, >> 5, 58, 71

## 6. Indexes

- Lokhorst, Michel, Mr, >> 71, 73
- Long, Shi, Mr, >> 47
- Magzoub, Mubarak Mohamed Ali, Mr, >> 52, 69, 70
- Mapotu, Malebogo, Ms, >> 45
- Marjoram, Tony, Mr, >> 70
- Martini, Klaudia, Ms, >> 57, 72
- Matsuura, Koïchiro, Mr, >> 6
- Mavimbela, Lomthandazo, Ms, >> 56
- Merkel, Christine, Ms, >> 69
- Millán Herera, Jaime, Mr, >> 46, 71
- Mkhonta, Sabelo R., Mr, >> 52
- Modungwa, Abel, Mr, >> 46, 70
- Möhle, Joachim, Mr, >> 71
- Müller-Solger, Hermann, Mr, >> 5, 57, 58, 69, 71
- Munbodh, Suresh, Mr, >> 22, 23, 50
- Munjanganja, Efison L., Mr, >> 70
- Munnohur, A., Mr, >> 22, 23
- Mussnug, Bettina, Ms, >> 22, 23
- Nanga, Vincent, Mr, >> 78
- Ndemera, Netsai N. C., Ms, >> 53
- Ndunguru, Bernadetta, Ms, >> 14, 22, 23, 38, 53, 73
- Ng'wandu, Pius Y., Mr, >> 21
- Nganunu, Marianne, Ms, >> 22, 45
- Nguyen, Thi Hang, Ms, >> 69
- O'Sullivan, Paul, Mr, >> 71
- Quane, Adama, Mr, >> 69
- Packer, Steve, Mr, >> 68, 72
- Palakurthi, Puneeta, Ms, >> 55, 68
- Paulsen, Antje, Ms, >> 73
- Praschma, Andreas Graf, Mr, >> 71, 72
- Quisumbing, Lourdes, Ms, >> 31, 33
- Rachkov, Mikhail, Mr, >> 51
- Ramaphiri, Nkopane Paul, Mr, >> 49
- Ramigé, Jean-Claude, Mr, >> 72
- Ramigé, Martina, Ms, >> 72
- Ramlugun, R. P., Mr, >> 23
- Rammo, Margit, Ms, >> 47
- Ramón Britto, Eduardo, Mr, >> 69
- Rao, C. Uma Maheswasa, Mr, >> 71
- Rauner, Felix, Mr, >> 73
- Reddy, PVK, Mr, >> 71, 72
- Reddy, V. Jayarami, Mr, >> 72
- Reif, Leopold, Mr, >> 72
- Riordan, Trevor, Mr, >> 22
- Rioseco, M., Ms, >> 46, 71
- Rissom, Hans-Wolf, Mr, >> 70, 71, 72
- Salomons, Machiel, Mr, >> 72
- Samuels, Joe, Mr, >> 51
- Schlicht, Michael, Mr, >> 5, 58, 70, 71
- Schlothauer, Ulrich, Mr, >> 71
- Schöffthaler, Traugott, Mr, >> 70
- Schrage, Reinhard, Mr, >> 70
- Schröder, Ulrich, Mr, >> 71
- Schuh, Peter, Mr, >> 71
- Sharma, Kamalesh, Mr, >> 72
- Sharma, Shubhangi, Ms, >> 14, 48, 73
- Singh, Madhu, Ms, >> 71, 73
- Sisoulath, Soulikhamkone, Ms, >> 49
- Sodemann, Klaus, Mr, >> 72
- Sommer, Winfried, Mr, >> 20, 73
- Song, Byeong-Kug, Mr, >> 50, 71
- Steele, Madeleine, Ms, >> 73
- Stupp, Stefan, Mr, >> 69, 70
- Sudhir, G., Mr, >> 72
- Suliaman, S., Mr, >> 70, 73
- Széplabi, Michael, Mr, >> 58, 71
- Tajima, Eisuke, Mr, >> 70
- Takalo, Ngoato, Ms, >> 20, 51
- Tamke, Angela, Ms, >> 73
- Tasbulatova, Shaizada, Ms, >> 33, 38, 70
- Tawfik, Mohsen, Mr, >> 71
- Teisseire, Hervé, Mr, >> 71
- Tellawi, Ismail, Mr, >> 73
- Thanvi, Murari Lal, Mr, >> 14, 15, 48, 73
- Tolo, Zacharia Pitso, Mr, >> 20, 51
- Ueno, Maomi, Mr, >> 73
- Velure, Magne, Mr, >> 50
- Vlek, Paul L. G., Mr, >> 71, 73
- Voelskow-Thies, Ms, >> 70
- Volkoff, Veronica, Ms, >> 45, 69
- Wagner, Harald, Mr, >> 69
- Webb, John, Mr, >> 72
- Widmann, Christian, Mr, >> 72
- Williamson, James, Mr, >> 23, 55
- Wilson, David N., Mr, >> 46, 69, 71, 73
- Wrede, Hans-Heinrich, Mr, >> 70
- Yousif, Abdelwahid, Mr, >> 68, 73



## 7. Annexure

### 7.1 List of Publications, Periodicals, Documents

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#### Brochures and Leaflets

- >> **Brochure:**  
UNESCO-UNEVOC in Brief  
English
- >> **Leaflet 1:**  
The UNESCO-UNEVOC Electronic Mail Forum  
(E-Forum)  
English and French
- >> **Leaflet 2:**  
Stimulating Reform in Southern Africa  
English and French
- >> **Leaflet 3:**  
Regional Cooperation in the Arab States  
English and French
- >> **Leaflet 4**  
Knowledge Sharing and Publications  
English and French
- >> **Leaflet 5**  
The UNEVOC Network  
English and French
- >> **Leaflet 6:**  
Internships and Attachments  
English
- >> **UNESCO-UNEVOC Bulletin (French)**  
Print version ISSN 1020-9417,  
Electronic version ISSN 1020-9476
- >> **UNESCO-UNEVOC Bulletin (Spanish)**  
Print version ISSN 1020-9735,  
Electronic version ISSN 1020-9743
- >> **UNEVOC Forum (English)**  
Print version ISSN 1728-9009  
Electronic version ISSN 1729-1003
- >> **UNEVOC Forum (French)**  
Print version ISSN 1728-9017  
Electronic version ISSN 1729-1011
- >> **UNEVOC Foro (Spanish)**  
Print version ISSN 1728-9025  
Electronic version ISSN 1729-102X

See: [www.unevoc.unesco.org/bulletin](http://www.unevoc.unesco.org/bulletin)

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#### Reports and Documents

- >> "TVET in West Africa - Discussion Papers / L'ETPF en Afrique occidentale. Documents de discussion", Collection of papers on subregional co-operation in TVET in West Africa, UNESCO-UNEVOC, 2002, English/French, 57 pp
- >> Regional Expert Meeting on TVET Project Development in the Arab States, Beirut, Lebanon, 11 to 13 December 2002, Arabic, English, French

See: [www.unevoc.unesco.org/publications/pdf/fulltext.htm](http://www.unevoc.unesco.org/publications/pdf/fulltext.htm)

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#### Periodicals

- >> **UNESCO-UNEVOC Bulletin (Arabic)**  
Print version ISSN 1020-9425,  
Electronic version ISSN 1020-9905
- >> **UNESCO-UNEVOC Bulletin (English)**  
Print version ISSN 1020-9409,  
Electronic version ISSN 1020-9468
- >> Draft Project Proposals,  
Regional Expert Meeting on TVET Project Development in the Arab States, Beirut, Lebanon, 11 to 13 December 2002, Arabic, English

See: [www.unevoc.unesco.org/arabstates](http://www.unevoc.unesco.org/arabstates)

## 7. Annexure

>> LLWF Newsletter (October 2002)  
UNESCO-UNEVOC, 2002, English, 4 pp

See: [www.unevoc.unesco.org/southernafrica](http://www.unevoc.unesco.org/southernafrica) >  
LLWF Newsletter

>> Special UNESCO-UNEVOC Workshop "Focus Southern Africa": Background and Programme, UNESCO-UNEVOC, 2002, English, 6 pp

See: [www.unevoc.unesco.org/learntec2002](http://www.unevoc.unesco.org/learntec2002)

>> Special UNESCO-UNEVOC Workshop "Focus Southern Africa": Summary Report, UNESCO-UNEVOC, 2002, English, 3 pp

See: [www.unevoc.unesco.org/learntec2002](http://www.unevoc.unesco.org/learntec2002)

>> Special UNESCO-UNEVOC Workshop "Focus Southern Africa": Summary Status Report of the Application of Information and Communication Technologies in Technical and Vocational Educa-

tion and Training, UNESCO-UNEVOC, 2002, English, 27 pp

See: [www.unevoc.unesco.org/learntec2002](http://www.unevoc.unesco.org/learntec2002)

>> Special UNESCO-UNEVOC Workshop "Focus Southern Africa": Proposal for a Knowledge Management Project for Technical and Vocational Education and Training (TVET) in the SADC Region, UNESCO-UNEVOC, 2002, English, 1 p

See: [www.unevoc.unesco.org/learntec2002](http://www.unevoc.unesco.org/learntec2002)

>> The UNESCO-UNEVOC International Centre: a Handout on the Occasion of the Inauguration on 8 April 2002, UNESCO-UNEVOC, 2002, English, 8 pp

>> Das Internationale Zentrum für Berufsbildung der UNESCO in Bonn, UNESCO-UNEVOC, 2002, German, 1p.



## 7.2 Events hosted by and in the UNESCO-UNEVOC International Centre

### Inauguration

Almost 100 guests participated in the Inauguration of the UNESCO-UNEVOC International Centre, including members of the Diplomatic Corps, local and federal politicians, representatives of United Nations organisations in Bonn and, in addition, representatives of German employer associations and trade unions, representatives of the international donor community, and colleagues from UNESCO Paris and the UNESCO Institutes in Moscow, Hamburg and Paris.

The ceremony speakers were Ms Veronica Pahl, Director-General, German Federal Ministry of Education and Research; Ms Bärbel Dieckmann, the Mayor of Bonn; Mr Michael Hofmann, Director-General, German Federal Ministry of Economic Cooperation and Development; Mr John Daniel, Assistant Director-General, UNESCO Paris; Mr Pekka Aro<sup>4</sup>, Director, International Labour Organization; and Mr Klaus Hufner, President of the German Commission for UNESCO.

During the ceremony, congratulatory comments on the inauguration of the UNESCO-UNEVOC International Centre from partners around the world were presented through a video/audio presentation.

At the end of the various speeches, the official launch of the UNESCO-UNEVOC International Centre symbolically involved the pressing of buttons to send out e-mail messages worldwide announcing the launch of the UNESCO-UNEVOC International Centre. These messages were sent to UNESCO Institutes, Centres and Field Offices; to National Commissions for UNESCO and Permanent Delegations to UNESCO; to partners in international, governmental and non-governmental agencies; and to the then 205 UNEVOC Centres in 136 countries.

See: [www.unevoc.unesco.org/bonn](http://www.unevoc.unesco.org/bonn) > Inauguration

### European UNESCO Directors Meeting

On 17 and 18 January 2002, the UNESCO-UNEVOC International Centre in Bonn hosted the first ever meeting of the Heads of all UNESCO Field Offices, Institutes and Centres located in Europe.

The meeting was attended by the Directors of UNESCO Field Offices in Moscow, Venice and Sarajevo; the UNESCO Liaison Office in Geneva; the International Bureau of Education (IBE), Geneva; the UNESCO Institute of Education (UIE), Hamburg; the International Institute for Technologies in Education (IITE), Moscow; the European Centre for Higher Education (CEPES), Bucharest; the International Institute for Educational Planning (IIEP), Paris; and by the UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC International Centre), Bonn. Senior staff from UNESCO Headquarters Paris also attended the meeting.

The main purposes of the meeting were for UNESCO offices to share up-to-date information on current and planned programme activities in order to develop a framework for collaboration and co-operation between offices in Europe; and to provide inputs for the development of a visionary strategy for future UNESCO activities in Europe involving all sectors of UNESCO, namely education, social and human sciences, culture, communications, and science.

<sup>4</sup> Mr Pekka Aro passed away during an official mission to Beijing on 6 April 2003, after contracting the Severe Acute Respiratory Syndrome (SARS).

## 7. Annexure

### UNEVOC Outreach Programme

Since 2003, the UNESCO-UNEVOC International Centre has provided an opportunity for guest speakers to address the interested local public and the staff of the

UNESCO-UNEVOC International Centre on issues related to education and training.

#### The following topics were addressed in 2003:

Date	Presenter	Topic
10.02.2003	Mr John Fien (Australia)	Teaching and Learning for a Sustainable Future
10.03.2003	Mr Anil Bordia (India)	Innovations in Basic Education in India: Promoting Greater Access, Equity and Justice through Improved Education and Schooling
27.05.2003	Mr Steve Packer (United Kingdom)	The Education for All (EFA) Global Monitoring Report - Commitments, Progress and Accountability
21.08.2003	Mr Abdelwahid Yousif (Bahrain)	Learning, Training and the World of Work: Challenges Facing a Rapidly Changing World with Particular Reference to the Arab States
17.11.2003	Ms Puneetha Palakurthi (USA/India)	Promoting Social Entrepreneurship through Service Learning: YES Academy, an Experiment
08.12.2003	Mr Ron Hansen (Canada)	School Reform and Technical Education

### Working Group for International Co-operation in Skills Development

The UNESCO-UNEVOC International Centre hosted the eighth meeting of the Working Group for International Co-operation in Skills Development on "Life Skills - A Bridge between Education and Training?" from 28 to 30 April 2003 (see page 38).

### Focus Group Meeting

The Focus Group Meeting on the Revitalisation of the UNEVOC Network was convened on 20 and 21 November 2003 at the UNESCO-UNEVOC International Centre in Bonn. The meeting had a consultative role in relation to a range of issues that must be resolved, and new practices and procedures to be adopted in order to revitalise the UNEVOC Network.

The Focus Group Meeting comprised 19 selected experts in technical and vocational education and training from UNEVOC Centres from the various regions as well as from UNESCO Field Offices and UNESCO Institutes (for further information see page 12).

### African Youth Foundation

The UNESCO-UNEVOC International Centre was actively involved in the second international conference of the African Youth Foundation held in Bonn from 6 to 7 July 2002, with a presentation on "Vocational Training and Technology".

### Training Course of the International Institute for Educational Planning

Some 40 participants in the Advanced Training Course of UNESCO's International Institute for Educational Planning (IIEP) paid a visit to the UNESCO-UNEVOC International Centre in April 2002. The Centre arranged for a "UNEVOC Fair" displaying its various areas of work.

### 7.3 Visitors to the UNESCO-UNEVOC International Centre

Visits from TVET experts and stakeholders have enriched the work of the UNESCO-UNEVOC International Centre by bringing new information, knowledge, perceptions and insight to its attention. Visitors also leave with new and/or improved impressions as to the Centre's current mission and work. Briefings on "Enhancing International

Co-operation in TVET – with an emphasis on regional co-operation and the UNEVOC Network" – have provided visitors with essential insights regarding the importance of regional co-operation and the establishment of close contacts with their national UNEVOC Centres.

Date	Name of visitor or description of delegation	Origin
11.01.2002	Mr Ulrich Erhardt, Moderator	Denkmodell GmbH
23/24.01.2002	Mr Wataru Iwamoto, Director	Division of Secondary, Technical and Vocational Education, UNESCO
31.01.2002	Mr Harald Wagner	Bildung and Begabung e.V.
06.02.2002	Ms Veronica Volkoff, Program Manager	University Centre for Post Compulsory Education and Training Research, Royal Melbourne Institute of Technology, Melbourne, Australia
14.02.2002	Ms Christine Merkel, Assistant Secretary-General for Education	German Commission for UNESCO
14.02.2002	Mr Adama Ouane, Director	UNESCO Institute for Education, Hamburg, Germany
26.02.2002	Ms Phonephet Boupha, Deputy Director-General	Department of Higher, Technical and Vocational Education, Ministry of Education, Lao People's Democratic Republic
28.02.2002	Mr Grenville Jones, Consultant	Department for International Development, United Kingdom of Great Britain and Northern Ireland
07.03.2002	Ms Brigitte Adler; Mr Ulrich Kelber	Members of the German Parliament
19.04.2002	IIEP Advanced Training Course participants	International Institute for Educational Planning (IIEP)
30.04.2002	Mr Mubarak Mohamed Ali Magzoub, Minister; Mr Isam Eltohami; Mr Winrich Breipohl	Ministry of Higher Education and Scientific Research, Khartoum, Sudan; Embassy of Sudan; University of Bonn
07.05.2002	Ms Nguyen Thi Hang, Minister, and delegation from the Ministry and the General Department of Vocational Training (GDVT)	Ministry of Labour, Invalids and Social Affairs, Vietnam
06.06.2002	Mr David N. Wilson, Professor	Ontario Institute for Studies in Education, Toronto, Canada
24.06.2002	Mr Guillermo Álvarez Palmero; Ms Yanara Guitiérrez Rivero; Mr Bienvenido Gonzales Ramírez; Mr Eduardo Ramón Britto; Ms Caridad A. Alcebo Valiente	Ministry of Education of Cuba
17.07.2002	Mr Hermann Müller-Solger; Mr Stefan Stupp	German Federal Ministry of Education and Research (BMBF)

## 7. Annexure

23.07.2002	Mr Traugott Schöfthaler; Mr Hans-Wolf Rissom	German Commission for UNESCO
02.08.2002	Ms Gisela Dybowski, Head of Department	German Federal Institute for Vocational Training (BIBB), Research and Service Concept Development / International Vocational Training
05.08.2002	Mr Abel Modungwa, Chief Executive Officer; Mr Hartmut Krebs	Botswana Training Authority (BOTA); GTZ Advisor to BOTA
07.08.2002	Mr Harald Ganns, Ambassador (ret.)	Special Representative for the Affairs of the UN-Organisations located in Bonn
07.08.2002	Mr Eisuke Tajima	UNESCO Paris
09.08.2002	Mr John Fien, Director; Ms Esther Charlesworth	Ecocentre, Griffith University, Brisbane, Australia; American University of Beirut
15.08.2002	Delegation	Ministry of Education of the Kingdom of Bahrain
29.08.2002	Mr D. Carter LaBarge, Sales Manager, Asia/Pacific and Africa	Western States Machine Company, Ohio, USA
29.08.2002	Mr Hans-Heinrich Wrede, Ambassador	Permanent Delegation of Germany to UNESCO
01.09.2002	Mr Efison Munjanganja	UNESCO Office Bangkok
02.09.2002	Ms Voelskow-Thies, UN Staff Advisor	Ministry for Foreign Affairs
02.09.2002	Delegation of the Department of Vocational Education	Thailand
03.09.2002	Mr Michael Schlicht, Ministerial Counsellor; Mr Stefan Stupp	German Federal Ministry of Education and Research
15.-18.09.2002	Mr S. Sulieman, TVE Specialist	UNESCO Office Beirut
16.09.2002	Mr Tony Marjoram	UNESCO Paris
17.09.2002	Mr Reinhard Schrage, Mr Willi Karow, Mr Klaus-Peter Kaletsch	Deutsche Gesellschaft für Technische Zusammenarbeit (German Agency for Technical Co-operation, GTZ)
23.09.2002	Mr Simon Chambers, Director; Ms Ruth Gee, Director, Vocational Partnerships; Mr Michael Frearson, Research Manager	National Commission for UNESCO; The British Council; Learning and Skills Development Agency, United Kingdom
24.09.2002	Ms Shaizada Tasbulatova, Team Leader	UNEVOC Centre Almaty, Kazakhstan
26.09.2002	Ms Susanne Buttkus, Administrative Officer	UNESCO Institute for Education, Hamburg
15.10.2002	12 participants in a training course on educational planning and research from Cambodia, China, Ethiopia, Indonesia, Lao People's Democratic Republic, The Philippines, Sri Lanka and Thailand	German Foundation for International Development (DSE), Industrial Occupations Promotion Centre
24.10.2002	Ms Wilma M. Elsing M.A., Studiendirektorin	Berufliche Bildung, Ministerium für Schule, Wissenschaft und Forschung des Landes Nordrhein-Westfalen, Germany
19.11.2002	Mr Mubarak Mohamed Ali Magzoub, Minister; Mr Ahmed Gaafar Abdelkarim, Ambassador; Mr Winrich Breipohl, Bonn	Ministry of Higher Education and Scientific Research, Khartoum, Sudan; Embassy of Sudan to Germany; University of Bonn
21.11.2002	Delegation from the Ministry of Education and Science and the Bureau of Development of Education	The former Yugoslav Republic of Macedonia

26.11.2002	Mr Mourad Chamekh, Directeur Général;  Mr Wasr. Eddine Hammoum;  Mr Peter Schuh	Centre d'Etudes et de Recherche sur les Professions et les Qualifications (CERPEQ), Algeria; Ministère de la Formation et de l'Enseignement Professionnel, Algeria; Conseiller
03.12.2002	Mr Jaime Millán Herera, Director; Ms M. Rioseco	Graduate School of the Universidad de Concepción, Chile
03.12.2002	Mr Paul L. G. Vlek; Mr Ulrich Schröder;  Mr Mike Bonell	Zentrum für Entwicklungsforschung (Centre for Development Research), University of Bonn; Bundesanstalt für Gewässerkunde; UNESCO Paris
04.12.2002	Mr Stefan Lock; Mr Friedrich Hammerschmidt	German Federal Ministry for Economic Cooperation and Development; Deutsche Gesellschaft für Technische Zusammenarbeit (German Agency for Technical Co-operation, GTZ)
09.12.2002	Mr Paul L. G. Vlek; Mr Ulrich Schröder; Mr Harald Ganns; Mr Hans-Wolf Rissom	Centre for Development Research, University of Bonn; Bundesanstalt für Gewässerkunde; German Foreign Office; German Commission for UNESCO
10.12.2002	Mr Paul O'Sullivan, Ambassador; Mr Ulrich Schlothauer, Public Affairs Officer	Embassy of Australia to Germany
16.12.2002	Mr Hermann Müller-Solger; Mr Michael Schlicht; Mr Michael Széplabi; Mr Andreas Baaden	German Federal Ministry of Education and Research (BMBF); German Commission for UNESCO
18.12.2002	Mr Philipp Grollmann; Mr Michel Lokhorst, Publishing Editor	University of Bremen, Institute for Technology and Education, Germany; Kluwer Academic Publishers, Netherlands
16.01.2003	Mr Hervé Teisseire	Agence intergouvernementale de la Francophonie (AIF)
28.01.2003	Mr Suk-Min Chang, Senior Research Fellow; Mr Byeong-Kug Song	Korea Research Institute for Vocational Education and Training (KRIVET); Soonchunhyang University, Republic of Korea
29.01.2003	Ms Claudia A. Herok, International Strategy, Multilateral Co-operation; Mr Joachim Möhle	German Federal Ministry of Education and Research
31.01.2003	Mr Michel Carton, Director of Academic Studies	Institut Universitaire d'Etudes du Développement (IUED) Geneva, Switzerland
06.02.2003	Mr C. Uma Maheswara Rao, I.A.S, Additional Secretary to Chief Minister; Mr PVK Reddy B.E. M.B.A, Managing Director	Government of Andhra Pradesh, India P. V. K. Engineers (P) Ltd., Hyderabad, India
07.02.2003	Mr John Fien, Director; Ms Madhu Singh, Senior Programme Specialist	Ecocentre, Griffith University, Brisbane, Australia; UNESCO Institute for Education (UIE), Hamburg
10.02.2003	Mr Mohsen Tawfik, Director	UNESCO Office New Delhi
16.-22.02.2003	Mr David N. Wilson, Professor	Ontario Institute for Studies in Education, Toronto, Canada
20.02.2003	Mr Peter Herold; Mr Andreas Graf Praschma	Former UNESCO Staff; Bereich Öffentlichkeitsarbeit der Adam Opel AG, Werk Bochum, Germany

## 7. Annexure

20.02.2003	Mr Klaus Haftendorn, Senior Specialist	InFocus Programme, Boosting Employment through Small Enterprise Development, International Labour Organization (ILO), Geneva
20.02.2003	Mr Jean-Claude Ramigé; Ms Martina Ramigé	Ramigé Film Produktion, Germany
26.02.2003	Mr Stefan Berglund, Representative; Mr Machiel Salomons, Deputy Representative	United Nations High Commissioner for Refugees (UNHCR) Representative in Germany
27.02.2003	Mr John Bartram, Education Specialist, Technical/Vocational Education and Training	Commonwealth of Learning (COL), Vancouver
28.02.2003	Mr Klaus Hufner	German Commission for UNESCO
10.-11.03.2003	Mr Anil Bordia	Chair Doosra Dashak, India
18.03.2003	Mr John Webb	Division of Science and Engineering Chemistry, Murdoch University, Australia
02.04.2003	Ms Monika K. Aring, Executive Director	Centre on Education and Training for Employment, Ohio State University, United States of America
02.04.2003	Mr Sebastian Hoffman, Independent eLearning/IT Consultant; Mr Leopold Reif	Hoffman&Reif, Germany
02.04.2003	Mr Hans-Joachim Daerr, Director-General for Global Issues, the UN, Human Rights and Humanitarian Aid; Mr Harald Ganns, Ambassador (ret.)	Foreign Office, Germany
07.04.2003	Ms Klaudia Martini; Mr Andreas Graf Praschma; Mr Hans-Wolf Rissom	Adam Opel AG, Rüsselsheim and Bochum; German Commission for UNESCO
11.04.-01.05.2003	Mr P. M. Leelaratne, Additional Secretary	Ministry of Tertiary Education and Training, Colombo, Sri Lanka
14.04.2003	Ms Liu Jinghui, Botschaftsrätin	Embassy of China to Germany
30.04.2003	Mr Klaus Sodemann, Senior Adviser, Technical Education and Vocational Training	German Agency for Technical Cooperation (GTZ)
19.05.2003	Mr N. Md. Farook, Minister for Higher Education; Mr G. Sudhir, Principal Secretary to Government, Higher Education Dept; Mr B. Kripanandam, Commissioner and Secretary, Board of Intermediate Education; Mr V. Jayarami Reddy, Secretary, Andhra Pradesh State Council of Higher Education	Government of Andhra Pradesh State, Hyderabad, India
27.05.2003	Mr Steve Packer, Deputy Director	The independent Education for All (EFA) Global Monitoring Team
02.06.2003	Group of teachers from Technical and Vocational Schools	Nordic Countries
11.06.2003	Mr Klaus Sodemann, Senior Adviser, Technical Education and Vocational Training; Mr Andreas Baaden	German Agency for Technical Cooperation (GTZ); German Commission for UNESCO
12.06.2003	Group of students	Seminar on Development Policy, University of Hildesheim



23.06.2003	Ms Alcestis M. Guiang, Director General; Mr Christian Widmann, Senior Adviser	Technical Education and Skills Development Authority (TESDA), Philippines; German Agency for Technical Cooperation (GTZ)
23.-25.06.2003	Mr Kamallesh Sharma, Special Representative of UN Secretary-General	Timor-Leste
27.06.2003 - 02.07.2003	Mr David N. Wilson	Ontario Institute for Studies in Education, Toronto, Canada
01.07.2003	Mr Philipp Grollmann; Mr Felix Rauner; Mr Uwe Lauterbach	University of Bremen, Germany; Deutsches Institut für Internationale Pädagogische Forschung (DIPF), Frankfurt, Germany
10.07.2003	Mr Michel Lokhorst; Ms Chia-ju Liu, PhD, Assistant Professor	Kluwer Academic Publishers, Netherlands; National Kaohsiung University, Taiwan of China
11.07.2003	Ms Angela Tamke; Ms Antje Paulsen	Deutsche Welthungerhilfe, Bonn, Germany
17.07.2003 - 29.08.2003	Ms Bernadetta Ndunguru, Director	Vocational Education and Training Authority (VETA), Dar es Salaam, United Republic of Tanzania
28.07.2003 - 01.08.2003	Mr Sulieman Sulieman, TVET Specialist	UNESCO Office Beirut
14.08.2003	Group of TVET experts	Viet Nam
21.08.2003	Mr Abdelwahid Yousif, Advisor to the Minster of Education	Bahrain
26.09.2003	Ms Madeleine Steele; Mr Michael Frearson; Ms Madhu Singh; Mr Andreas Baaden	Learning and Skills Development Agency (LSDA); UNESCO Institute for Education (UIE), Hamburg; German Commission for UNESCO
01.10.2003	Participants in Advanced Training Programme "Educational Policy and Research in the Field of Technical and Vocational Education and Training"	Internationale Weiterbildung und Entwicklung gemeinnützige GmbH (InWEnt) Capacity Building International, Germany
06.10.-03.11.2003	Ms Shubhangi Sharma, Project Co-ordinator; Mr Murari Lal Thanvi, Project Director	Doosra Dashak Foundation for Education and Development
15.10.2003	Mr Winfried Sommer; Ms Birgit Ackermann	LEARNTEC; Karlsruher Messe-und Kongress- GmbH
31.10.2003	Group of Students	Technological University of Dresden, Germany
05.11.2003	Delegation from Malawi	Malawi
06.11.- 15.12.2003	Mr Ron Hansen	University of Western Ontario, Canada
12.11.2003	Delegation from Afghanistan	Afghanistan
10.12.2003	Mr Paul L. G. Vlek	Centre for Development Research (Zentrum für Entwicklungsforschung), University of Bonn, Germany
15.12.2003	Mr Ludger Deitmer	Institut Technik und Bildung, University of Bremen
16.12.2003	Mr Winrich Breipohl	Department for International Medical Education and Development, University of Bonn
17.12.2003	Mr Bashir Lagah, Secretariat General; Mr Ismail Tellawi, Assistant Secretary General	Libyan National Commission for UNESCO; Palestinian National Commission for UNESCO
19.12.2003	Mr Eng. Tetsuya Kimura, Associate Professor; Mr Maomi Ueno	Nagaoka University of Technology, Japan

## 7.4 Budget / Resources

In the biennium 2002 to 2003, the UNESCO-UNEVOC International Centre had the following budget at its disposal:<sup>5</sup>

<sup>5</sup>  
All figures have been converted into US\$ at the exchange rate established for that particular year.

	2002	2003
	US\$	US\$
Programme funds (Regular UNESCO budget)	81,500	81,500
Programme funds (Funds-in-Trust from Germany)	424,300	702,218
Operating funds (Germany)	190,700	230,000
<b>Total</b>	<b>696,500</b>	<b>1,013,718</b>

In addition to direct budget support, various contributions in kind were provided, such as:

- >> Three professional staff provided by UNESCO (D-1, P-5, P-4);
- >> One Associate Expert sponsored by Germany;
- >> Several internships sponsored by UNEVOC Canada under the "Youth International Internship Program" of the Government of Canada's Youth Employment Strategy (see page 77);
- >> Attachments of fellows and visiting experts with partial funding by their home institutions;
- >> Various contributions in kind by the private sector, e.g. co-sponsorship of the Special UNESCO-UNEVOC Workshop "Focus Southern Africa" at LEARNTEC 2002 (see page 20);
- >> Rent-free premises in Bonn;
- >> Ongoing cost of relocation of staff from Berlin to Bonn, sponsored by Germany;
- >> German language classes for staff, sponsored by Germany.



## 7.5 Personnel Matters

### Core Staff

Name	Period	Role
Anapak, Pascaline, Ms	Since 08/2002	Apprentice (Office Clerk)
Ayeh, Sabine, Ms	Since 1996 **	Administrative Officer
Blanc-Mannheim, Josiane, Ms *	Since 11/2000	Assistant to the Director
Ehlers, Max, Mr *	Since 01/2002	IT Specialist
Henry, Maxine, Ms	Since 10/2001	Office Assistant
Hollander, Astrid, Ms	Since 09/2003	Associate Expert
Iqbal, Asif, Mr	Since 06/2002	Apprentice (Office Clerk)
Koopman, Albert, Mr	Since 11/2001	Programme Specialist
Krönner, Hans, Mr	Since 1993 **	Chief, Information and Networks
Maclean, Rupert, Mr	Since 05/2001	Director
Mitschke, Marion, Ms	04/2000 to 10/2003	Associate Expert
Schots, Sjoukje, Ms	10/2001 to 12/2003	Documentation and Information Specialist

\* Part time

\*\*Including period of work at the former UNEVOC Unit in Berlin

### Apprenticeships

In 2002 the UNESCO-UNEVOC International Centre committed itself to training two apprentices according to the local German dual system. This had been without precedent, as up to this moment none of the other 11 United Nations agencies in Bonn had involved themselves in such apprenticeships. Training in UN agencies had been limited to internships, usually for students or young graduates, which are usually shorter and lacking official recognition. And indeed, throughout the two years of training, the UNESCO-UNEVOC International Centre and the two apprentices encountered some difficulties which had to be addressed.

While the German dual system is open to everyone, the reality is that the majority of apprentices are of school-leaving age, have no family obligations, and speak German fluently. However, as a UN agency, the UNESCO-UNEVOC International Centre decided to offer apprenticeships to individuals who do not belong to this group, and who might be particularly suitable for employment in an international work environment such as the UNESCO-UNEVOC International Centre.



In mid-2002, Mr Asif Iqbal and Ms Pascaline Anapak joined the UNESCO-UNEVOC International Centre as its first two apprentices, with the aim of becoming certified "Kaufmann/Kauffrau für Bürokommunikation" (Office Clerk). Both were holders of a high school diploma and had several years of work experience. This enabled the apprenticeship to be shortened from three to two years. Also, both were from abroad, i.e. from Pakistan and Cameroon respectively, and had learnt German only relatively recently.

## 7. Annexure

From the age of 18, apprentices in the German dual system are not obliged to attend part-time classes at vocational school during their apprenticeship. Instead, they can learn the theory at home or during working hours. Both our apprentices decided to go to school, and this turned out to be a wise decision.

The courses at school were taught exclusively in German, and thus both were confronted with the German language in general and with the more specific terminology of their profession. Where necessary, the UNESCO-UNEVOC International Centre provided additional support through German language courses, as the vocational school classes had to be followed in German, and school exams as well as monthly reports also had to be written in German. An additional difficulty for our apprentices is the fact that at work the major communication language is English, which is another non-mother tongue language for them to cope with.

According to the German dual system, both apprentices have spent two days per week at vocational school, and the rest of the week they have been trained in the office. In line with the requirements of the Chamber of Commerce and Industry, which manages such apprenticeships, they have had to follow a certain schedule in order to learn as many different tasks related to their profession as possible. The relatively small size of the office has led to a situation where both have worked with a small number of our regular staff for extended periods of time, each of them performing a variety of functions. They have learnt very quickly and have been of help to the regular staff from the beginning of their apprenticeships. Their main tasks have been assisting the IT Specialist and the Administrative Officer, with all tasks related to maintenance of hardware and software, database management, helpdesk work, accountancy, personnel management, secretariat, reception, etc.

The apprenticeships will last until mid-2004.

### Temporary Staff

The following individuals served for a period of one month or more:

Name	Area of work	Period
Ayeh, Ablavi, Ms *	Office Assistant	11/2003 to 12/2003
Hunter, Karen Dawn, Ms	Research Assistant (Publications)	11/2003 to 12/2003
Kirabo-Steffens, Sharon, Ms *	Motivation campaign package for the informal sector	04/2003 to 08/2003
MacDonald, Craig, Mr *	Information and communication technology	01/2002 to 07/2002
Maintz, Julia, Ms *	Co-operation between donors and recipients	11/2002 to 12/2002; 07/2003 to 12/2003
Muragijemariya, Séraphine, Ms *	Office Assistant	Since 11/2001
Ponce, Ian, Mr	Information and communication technology	Since 11/2003
Zimmermann, Selma, Ms *	Office Assistant	11/2003 to 12/2003

\* Part time

## Internships and Attachments

The UNESCO-UNEVOC International Centre offers internships for individuals who typically are at a late stage of their initial education and training, or at an early stage of their career, and who wish to gain or upgrade work experience in the Centre. The purpose of an internship (for the intern) is mainly to become exposed to the work environment of an international organisation; to gather knowledge about its role, mission and work procedures; and to be able to gain work experience within the work environment of the UNESCO-UNEVOC International Centre. For the Centre, the main purpose is to broaden the scope of its international team, and to obtain support for the performance of its ongoing work.

Attachments are available for individuals who wish to work at a professional level in the field of competence of the UNESCO-UNEVOC International Centre, such as academics on sabbatical or senior experts, including retired persons. The purpose of an attachment is mainly to provide an opportunity for the individual to contribute to the planning, implementation and evaluation of the Centre's activities. Attachments can vary considerably in terms of content, subject to the participants' professional profile and interests. For participants in both internships and attachments, the UNESCO-UNEVOC International Centre makes every effort to match the interests of the participants with those of the Centre.

The Centre's "Guidelines for Internships and Attachments" provide more detailed information.

See: [www.unevoc.unesco.org/bonn](http://www.unevoc.unesco.org/bonn) > Internships and Attachments

## Youth International Internship Program



UNEVOC Canada has launched the "Youth International Internship Program" as a programme of the Government of Canada's Youth Employment Strategy. The Youth Employment Strategy was introduced in February 1997 to address issues facing youth in the transition from school to full-time employment, such as "no experience - no job, no job - no experience".

This six-month internship program is funded by Human Resources Development Canada and sponsored by UNEVOC Canada. Internships are arranged through the network of UNEVOC Centres worldwide, as well as private companies and non-governmental organisations. Internships can cover a wide range of specialisations, but they must be related to science, technology or education. Interns are expected to re-enter the work force after completion of the internship. Internships generally last a total of six months. Interns are expected to spend the entire six months of the program overseas.

In 2002, the UNESCO-UNEVOC International Centre hosted its second and third intern under the Canadian "Youth International Internship Program".

See: [www.umanitoba.ca/unevoc/yiip](http://www.umanitoba.ca/unevoc/yiip)



## 7. Annexure

### Persons who spent periods of internship or attachment at the UNESCO-UNEVOC International Centre

Name	Nationality	Area of work	Period
Amiri, Jane Wangechi, Ms	Kenya	Literature research	10/2002 to 12/2002
Ayeh, Ablavi, Ms *	Togo	Office Assistance	07 2002 to 10 2003
Binlayo, Ava, Ms	Philippines	Information and communication technologies; UNEVOC Network	08/2002 to 01/2003
Bokoum, Djibril, Mr	Burkina Faso	Improving ranking of TVET	08/2002 to 09/2002
Hollander, Astrid, Ms	Germany	Regional co-operation in Latin America and the Caribbean	01/2003 to 08/2003
Huifen, Joann Hu, Ms	Singapore	Publications	04/2003 to 06/2003
Hunter, Karen Dawn, Ms	Canada	Publications	03/2003 to 08/2003
Isenbügel, Stella, Ms	Germany	Literature research	03/2003 to 07/2003
Khimji, Cátja, Ms	Germany, Angola	Office Assistant	09/2002 to 10/2002
Kirabo-Steffens, Sharon, Ms	Uganda	Project Assistant	01/2003 to 02/2003
Kohonick, Melissa, Ms	Canada	Documentation	11/2003 to 12/2003
Lentz, Yuriko, Ms *	Japan	Office assistance	08/2002 to 09/2002; 11/2002 to 12/2002
Maintz, Julia, Ms *	Germany	Subregional co-operation in Africa	07/2002 to 12/2002
Nanga, Vincent, Mr	Cameroon	Improving ranking of TVET	08/2002 to 09/2002
Ponce, Ian, Mr	Canada	Information and communication technologies	03/2003 to 10/2003
Schmidt, Melanie, Ms	Germany	Research and Programme Assistant	08/2002 to 09/2002
Schenke-Kloss, Ursula, Ms *	Germany	Office Assistant	01/2003 to 03/2003
Sessouma, Alexandre, Mr *	Burkina Faso	Evaluation of information materials	10/2002 to 11/2002
Wolfe, Jordan, Mr	Canada	Publications	08/2003 to 12/2003
Zimmermann, Selma, Ms *	Turkey	Office Assistant	04/2003 to 10/2003

\* Part time

## 7.6 Sources of Further Information

### General information

Evaluation of the UNEVOC Project (1987)

See: [www.unevoc.unesco.org/background](http://www.unevoc.unesco.org/background)

Convention on Technical and Vocational Education (1989)

See: [www.unevoc.unesco.org/convention](http://www.unevoc.unesco.org/convention)

Feasibility Study on the Establishment of an International Centre for Technical and Vocational Education (1991)

See: [www.unevoc.unesco.org/publications/pdf/fstudy-e.pdf](http://www.unevoc.unesco.org/publications/pdf/fstudy-e.pdf)

Etude de faisabilité sur la création d'un centre international d'enseignement technique et professionnel (1991)

See : [www.unevoc.unesco.org/publications/pdf/fstudy-f.pdf](http://www.unevoc.unesco.org/publications/pdf/fstudy-f.pdf)

### Machbarkeitsstudie über die Errichtung eines Internationalen Zentrums für Berufsbildung (1991)

See: [www.unevoc.unesco.org/publications/pdf/fstudy-d.pdf](http://www.unevoc.unesco.org/publications/pdf/fstudy-d.pdf)

### UNEVOC International Advisory Committee

Final Reports of the UNEVOC International Advisory Committee:

- >> First Session, Berlin, Germany, 20-22 September 1993
- >> Second Session, Paris, France, 12-14 December 1994
- >> Third Session, Paris, France, 2-4 October 1995
- >> Fourth Session, Paris, France, 10-12 March 1997
- >> Fifth Session, Seoul, Republic of Korea, 1 May 1999

See: [www.unevoc.unesco.org/iac](http://www.unevoc.unesco.org/iac) > Sessions and Recommendations

### Report on UNEVOC Activities 1997-1999

See: [www.unevoc.unesco.org/iac](http://www.unevoc.unesco.org/iac) > Sessions and Recommendations

### Long-Term Programme on technical and vocational education (1999)

Establishment of an international long-term programme for the development of technical and vocational education following the Second International Congress on Technical and Vocational Education (Seoul, Republic of Korea, April 1999) - 30 C/17

See: [www.unevoc.unesco.org/annex/30c17e.pdf](http://www.unevoc.unesco.org/annex/30c17e.pdf)

### Resolution:

See: [www.unevoc.unesco.org/annex/30res9e.htm](http://www.unevoc.unesco.org/annex/30res9e.htm)

### Host Country Agreement (2000)

Agreement between the Government of the Federal Republic of Germany and the United Nations Educational, Scientific and Cultural Organization concerning the hosting of the UNESCO International Centre for Technical and Vocational Education and Training

### Technical and Vocational Education and Training for the Twenty-first Century: UNESCO and ILO Recommendations

See: [www.unevoc.unesco.org/convention](http://www.unevoc.unesco.org/convention)

### Enseignement et formation techniques et professionnels pour le vingt et unième siècle: Recommandations de l'UNESCO et de l'OIT

See: [www.unevoc.unesco.org/convention](http://www.unevoc.unesco.org/convention)

The above recommendations are also available in Arabic, Chinese, Russian and Spanish.

### Programmes of Action within UNESCO's Long-Term International Programme on TVET

- >> Programme of Action 2004-2007
- >> Programme of Action 2003-2006
- >> Programme of Action 2002-2005
- >> Programme of Action 2001-2004
- >> Programme of Action 2000-2003

## Major web URLs

### Regional Activities:

- >> Arab States:  
[www.unevoc.unesco.org/arabstates](http://www.unevoc.unesco.org/arabstates)
- >> Central Asia:  
[www.unevoc.unesco.org/centralasia](http://www.unevoc.unesco.org/centralasia)
- >> Latin America and the Caribbean:  
[www.unevoc.unesco.org/lac](http://www.unevoc.unesco.org/lac)
- >> South Asia and the Small Pacific Island States:  
[www.unevoc.unesco.org/asia](http://www.unevoc.unesco.org/asia)
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- >> West Africa:  
[www.unevoc.unesco.org/westafrica](http://www.unevoc.unesco.org/westafrica)

### The UNEVOC Network: UNEVOC Directory

See: [www.unevoc.unesco.org/directory](http://www.unevoc.unesco.org/directory)

### Publications

See: [www.unevoc.unesco.org/publications](http://www.unevoc.unesco.org/publications)

### UNESCO-UNEVOC Bulletin

See: [www.unevoc.unesco.org/bulletin](http://www.unevoc.unesco.org/bulletin)

### Electronic Mail Forum (E-Forum):

See: [www.unevoc.unesco.org/forum](http://www.unevoc.unesco.org/forum)

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