

> **Editorial** <

UNESCO 32nd General Conference Stresses Importance of Education for the World of Work and TVET

At the 32nd UNESCO General Conference, Paris, 29 September to 18 October 2003, an exchange of views occurred between Member States on the priority areas in education, which UNESCO needs to address in the next biennium (2004-2005).

Key matters stressed by countries during the Ministerial Round Table on Quality Education, and in related discussions, were:

- >> A reiteration of the central importance of Education for All (EFA). Countries agreed that 80% of the UNESCO education budget should be devoted to promoting EFA;
- >> In dealing with EFA, there was a shift from mainly referring to the general issues of universal literacy and the universalisation of primary education, to a greater emphasis being placed on specific aspects of EFA, such as: technical and vocational education and training (TVET); skills development for employability; effective citizenship; and functional literacy for the world of work;
- >> Countries highlighted the importance of education for sustainable development (ESD), but moved away from mainly conceptualising ESD in terms of environmental education. Instead, they included aspects such as sustainable livelihoods with particular reference to meeting the needs of youth, women and girls, those living in rural areas, and marginalised groups in society;
- >> Many countries stressed the need to place a greater emphasis on secondary education. In some countries the lower level of secondary

education is now regarded as part of EFA, and there are increasing pressures to 'vocation-alise secondary education' to ensure that secondary education provides adequately prepared individuals for the world of work, and not just for entry into higher education.

Member States also gave the UNESCO-UNEVOC International Centre responsibility, in collaboration with UNESCO Paris and UNESCO Field Offices and Institutes, to plan and undertake programme activities aimed at 'Strengthening and Upgrading the Global UNEVOC Network' in support of EFA.

In order to meet its responsibilities in this area, the UNESCO-UNEVOC International Centre will undertake three main types of activities during 2004-2005:

Sub-regional training workshops to upgrade and strengthen the knowledge and skills of professional staff in UNEVOC Centres

Training workshops will be conducted in Southern and West Africa, the Arab States, the Central Asian Republics, Asia, the Pacific and Latin America, in collaboration with UNESCO Field Offices, UNESCO Institutes and appropriate partner agencies.

Strengthening knowledge sharing between UNEVOC Centres to promote best and innovative practices in TVET

Through strengthening the UNESCO-UNEVOC International Centre's Clearing House, the UNEVOC publications programme and development of a knowledge management platform utilising the worldwide web, best and innovative practices in TVET will be showcased and promoted with particular reference to meeting the knowledge sharing needs of the worldwide UNEVOC Network.

Strengthening inter-agency collaboration and cooperation in TVET with particular reference to strengthening the UNEVOC Network

Workshops, meetings and other joint activities will be organised in collaboration with partner agencies such as the ILO, the European Commission, CEDEFOP, and CINTERFOR, and with UNESCO Field Offices, Institutes and Centres, on topics of mutual interest. The intention is to achieve partnerships and synergies concerning the reform of TVET.



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Through mounting these programme activities the UNESCO-UNEVOC International Centre will assist Member States in strengthening their TVET systems for the changing world of work, through a revitalised UNEVOC Network, knowledge sharing concerning best and innovative practices in TVET, fostering inter-agency collaboration with regard to TVET, and facilitating human resource development of TVET personnel at the country level.

More information

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Development of a Sourcebook for TVET Educators on "Learning to Do".

The UNESCO-UNEVOC International Centre is currently developing a manual on the subject of "Learning to Do", one of the four pillars of the Delors report on *"Learning: The Treasure Within"* (see July 2003/6 Issue).

During two sub-regional meetings, held in Apia, the Independent State of Samoa (June 2003), and in Vientiane, Lao PDR (September 2003), a number of team leaders from UNEVOC Centres in South Asia and the Pacific regions were invited to discuss *"The Role of Values in Technical and Vocational Education and Training"*.

The President and the Vice-President of the Asia-Pacific Network for International Education and

Values Education (APNIEVE), the Centre's partner in the preparation of this manual, attended both meetings.

The participants identified and prioritised a set of core values for the Values Framework of this manual:

- >> Health and Harmony with Nature;
- >> Truth and Wisdom;
- >> Love and Compassion;
- >> Creativity;

- >> Peace and Justice;
- >> Sustainable Development;
- >> National Unity and Global Solidarity; and
- >> Global Spirituality.

The final version of the manual will be published around June 2004.

More information

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Arab-German Project on TVET Launched

A regional workshop was held in Damascus, Syrian Arab Republic, from 21-22 October 2003 to launch the *"Regional Projects of Five Arab States for Cooperation in the Field of Technical and Vocational Education and Training (TVET)"* as initiated and supported by the German Technical Cooperation Agency (GTZ).



Participants at the Damascus workshop

This start-up workshop was held under the patronage of the Syrian Minister of Education, Dr. Ali Sa'ad, and was attended by about 80 participants from the five participating countries: Egypt, Jordan, Lebanon, the Syrian Arab Republic and the Palestinian Authority. In addition, there were representatives from Iraq, and from regional and from international agencies, including the European Training Foundation (ETF), the UNESCO Of-

fice Beirut and UNESCO-UNEVOC International Centre.

The contributions presented by experts from the five countries included:

- >> Revising and updating the Arab Occupational Classification that dates back to the late eighties;
- >> Developing curricula and training materials for selected clusters of occupations;
- >> Developing test batteries and certification standards in selected clusters of occupations; and
- >> Designing training modules to qualify those who teach to the in-service training of TVET trainers.

The objective was to identify a set of projects in the field of TVET to be implemented during the first phase of the Regional Project. Five major themes were adopted by the participants to serve as a framework from which specific TVET projects can be derived:

- >> Curriculum development;
- >> Testing and certification;

- >> Teacher and instructor training;
- >> Standards; and
- >> System development.

The criteria and strategic framework that guided the choice of projects included the following factors:

- >> *Regionality.* Projects should have priority and relevance, from the regional point of view, in the five Arab States.
- >> *Feasibility.* Projects should have both economic as well as social and technical feasibility. They should also be characterised by their sustainability and impact.
- >> *Availability of local expertise.* Such expertise can be in the form of individual experts and/or institutions. This includes the need to build on existing experiences and achievements in the field of the project concerned.
- >> *Relevance to the labour market and the world of work.* Taking into consideration the demand side of human resource in the planning, implementation and utilisation of the project outputs.

For the initial period of three years, participants suggested to implement the following projects:

- >> Developing mechanisms for accreditation and quality;

- >> Developing a database for testing;
- >> Developing curricula in selected sectors;
- >> Capacity building for curricula design teams;
- >> Production of an Arabic-English glossary for TVET / curricula terms;
- >> Harmonisation for training of trainers in the five countries;
- >> Revising and updating the Arab Occupational Classification of 1989;
- >> Enhancing public-private coordination.

The Arab-German project for these five countries complements the UNESCO-UNEVOC International Centre initiative for regional cooperation in TVET,

covering the whole region of 21 Arab States (see April 2003/5 Issue). The project proposals that emerged from the UNESCO-UNEVOC International Centre workshop in Beirut, December 2002, served as a welcome input into the Arab-German regional project.

More information

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Fifth Anniversary of E-Forum

The UNESCO-UNEVOC Electronic Mail Forum (E-Forum) was launched in October 1998 and now celebrates its fifth year. The E-Forum is an Internet-based service provided by the UNESCO-UNEVOC International Centre. Its purpose is to facilitate the international exchange of information and knowledge in technical and vocational education and training (TVET).

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

- >> Participation is free of charge.
- >> Access to the Internet and an email address are required to join the E-Forum.

More information at
www.unevoc.unesco.org/forum



Vocational Education and Training Authority of Tanzania Host LLWF Workshop

The Vocational Education and Training Authority (VETA) in Tanzania organised jointly with the UNESCO-UNEVOC International Centre a follow-up workshop of the initiative entitled "Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Sub-Regional Cooperation (LLWF)" 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 their 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

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 Tanzania attended the workshop. On Wednesday 24 September 2003 the Hon. Dr. Pius Y. Ng'wandu, Minister for Science, Technology and Higher Education, Tanzania opened the workshop officially.

The workshop was structured in 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 par-



LLWF Workshop in Tanzania

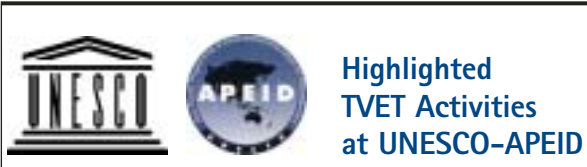
ticipants as Moderators to facilitate the discussions, which took place two days before the workshop.

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

The revised project proposals will be refined and structured so that they can be appropriately implemented through joint participation of several countries.

More information

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UNESCO-APEID undertook a number of activities in order to fulfil its objectives for 2003 in the area of technical and vocational education and training (TVET). These include case studies on improving access, equity and relevance in TVET, technical advisory missions, seminars and a training course.

Propagation of International Standards in TVET, May 2003

UNESCO-APEID offered assistance to propagate the international Recommendations in the area of TVET in Lao PDR and Mongolia. In May 2003 a seminar was organised by the National Observatory for Mongolia, a UNEVOC Centre, to acquaint a wide cross-section of stakeholders in TVET with the UNESCO-ILO Recommendations in TVET. The publication '*Technical and Vocational Education and Training for the Twenty-first century: UNESCO and ILO Recommendations*' was translated and reproduced for national dissemination.

The Department of Higher, Technical and Vocational

Education in Lao PDR is currently making similar arrangements following a postponement with support from UNESCO-APEID and the ILO East Asia Multidisciplinary Advisory Team.

visory Team.

Training Course, Seoul, South Korea, June 2003

At a training course organised by the Korea Research Institute for Vocational Education and Training (KRIVET) I delivered a lecture focusing on issues, concerns and prospects for the development of TVET in the Asia and Pacific Region. The course included visits to several training institutions. All participants received a certificate of attendance from the President of KRIVET.

Surprisingly, although KRIVET covered all the costs for the participants, several developing countries did not take up the offer for training.

Workshop on Lifelong Learning, Seoul, South Korea, 27 June 2003

An Assistant Minister of Education and Human Resources Development opened the international seminar on lifelong learning. The President of KRIVET and the Director of the UNESCO-UNEVOC International Centre also spoke at the opening of the seminar. The speakers addressed issues

such as EFA goals, life skills, labour market changes, ICT, employability skills, re-education and re-training of workers, learning to learn, and partnerships.

The workshop was organised around various themed sessions. Each session was opened through lead papers and followed by discussions and comments. Study visits to two training institutions operating a 'credit bank scheme' were also included.

The speakers for the session I chaired on *Lifelong Learning within the Framework of Education Reforms* were a principal researcher from National Institute for Educational Policy Research of Japan (NIER) and an official of the World Bank.

The President of KRIVET, the Director of the UNESCO-UNEVOC International Centre, a Programme Specialist from IIEP and a manager from NCVET attended a meeting in conjunction with this workshop. They reviewed present and past activities and considered areas of closer cooperation for now and the future.

More information

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> UNESCO Headquarters (Paris) News <



The UNESCO Project "*Support for Revitalising Technical and Vocational Education in Nigeria*" is proceeding rapidly towards achieving its objectives of revising the curricula in secondary-level technical schools, post-secondary polytechnics and in training technical teachers to use the new material. This project is reaching out to TVET institutions across Nigeria through a newly established system of continuing technical staff development and training. It is financed from Japanese Funds-in-Trust and is implemented by UNESCO's Section for Technical and Vocational Education in cooperation with the National Board for Technical Education (NBTE) in Nigeria (see April 2003/5 Issue).

In the second year of operations in the seven Staff Development Centres (SDCs) that were established in the various geopolitical zones of Nigeria, training activities have been significantly stepped up. Thirty four training courses were conducted in the first half of 2003 for 631 TVET technical teachers, principals and heads of departments compared with 52 courses and 841 trained in all of 2002. The total number of 1472 technical staff trained to date represents about 20% of the total staff in TVET institutions. A further 600 technical staff are expected to receive training at the seven Centres by the end of 2003.

An innovative feature of this training is that while UNESCO trains staff trainers free of charge, the trainers then generate some income for the SDCs through a small fee that trainees pay. These earnings contribute about 50% of the cost of the

training and ensure the sustainability and self-reliance of the programme by making it economically viable for the future.

Training activities in the SDCs were extended in 2003 to non-formal programmes for unemployed and out-of-school youth in the local community. This helps young people to alleviate their poverty by acquiring skills that may enable them to find work or start their own micro-enterprise.

UNESCO presented the SDCs with over 2000 technical books and 7 data projectors that now form the centre of the SDCs' resources.

More information

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Assisting the Design and Implementation of EFA Skill Development Plans: Skills Development to Meet the Learning Needs of the Excluded

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes is goal three as set by the international community at the World Education Forum in Dakar (2000) as part of its objective to achieve Education for All (EFA). Providing vocational skills training thus constitutes an important

feature of national strategies to achieve EFA, as young people and adults, especially those who lack opportunities for further learning, need to be equipped to lead more fulfilling and productive lives.

Yet as the EFA Monitoring Report 2002 reveals, efforts made by developing countries tend to concentrate on universal primary education and literacy, with much less emphasis on skills training for youth and adults. The numerous initiatives by diverse agencies to reach and empower marginalised groups through various vocational skills training programmes are invariably small in scale, and are not always recognised as part of a comprehensive national strategy.

With a view to meeting this need in selected coun-

tries, UNESCO's Section for Technical and Vocational Education and UNESCO's International Institute for Educational Planning (IIEP) launched a project that aims at providing technical assistance to four Least Developed Countries (LDCs) in Africa and Asia (Mali, Senegal, Laos and Nepal) to effectively integrate a vocational skills training component in their EFA National Action Plans. The principle objective of this exercise is to meet the specific skills training needs of out-of-school youth, particularly the rural poor and girls and women.

UNESCO has fielded technical support missions to the four countries. National teams were created to study the currently existing skills training policies and programmes. UNESCO's assistance is intended to contribute to enhancing the local ca-

capacity to plan and coordinate skills training programmes. National workshops will bring together diverse EFA stakeholders (representatives of various Ministries, civil society and international partners) to discuss the results of the studies and to devise realistic strategies to implement the proposed EFA skill development plan. The achievements of the four countries involved in this project will be shared with other developing countries at a seminar to be organised towards the end of 2003.

More information

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> ILO News <



Youth, Training and Employment: the Challenge of Attaining Competitiveness and Promoting Employability

vocational education section inside the formal educational system, with the aim of teaching mid-level technical skills.

The importance placed on competitiveness and productivity by

the new paradigms of work, a development complemented by an expansion of the labour market below expectations, is an issue that must be tackled by these IFP and EMT institutions. These institutions currently find themselves in a process of modifying and updating their management structures and training strategies, which were until now based on occupational skills.

Since the 1980s this region has been promoting the implementation of skilling programmes designed for young people affected by structural unemployment or in a situation of high social risk, and conceptually based on the new requirements for improving employability.

The *Youth, Training and Employment* programme assist in the identification and documentation of relevant experiences and their innovating aspects in the field of VET and employment for youth. The objectives of this programme include:

- >> Increase and organise the existing knowledge;
- >> Giving access to this knowledge in the most open and flexible way; and
- >> Strengthening the ways of exchange of information and technical assessment according to the principles of networking.

The growing importance of these issues, particularly the questions about institutional models and their management, as well as the development of research activities on evaluation, explain the search for cooperative channels. These channels could promote the exchange of knowledge, experiences and reflections developed in the different coun-

tries of this region. As the analysis of the lessons learnt from the different actions carried out in this region progress, the quality and relevance of the training programmes for young people will continue to improve.



Examples of publications

The programme aims to contribute to the amount of knowledge in this field and the website offers different ways for acquiring and exchanging information. It also offers interacting opportunities between the different visitors and participants. One of them is *The Youth Network* that has been operational since 1998. The website also gives access to specific publications. One of these is the *Boletín Cinterfor/OIT*, which currently has around 9000 subscribers. Another feature is the *List of Interests*. This is a virtual place for discussion and exchanges, oriented principally to users with a high level of specialisation or a deep interest for the issue at hand. The practical operation of this List allows CINTERFOR to establish excellent cooperating levels with similar mechanisms used by different Latin-American institutions.

More information

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The unemployment rate among young people in these countries varies from 1.3 to 3.8 times over the general unemployment rate.

It is widely accepted that young people must possess certain basic and common skills allowing for their integration, as they are a strategic resource for development and modernisation of the society. Since the 1940s this region has experienced a process of institutionalisation in the field of vocational education and training (VET), leading to the development of the so-called *Instituciones de Formación Profesional* (IFP). These are tripartite vocational training institutions in the field of non-formal education and training, whose purpose it is to re-skill workers. Another outcome is the inclusion of the *Educación Técnica Media* (EMT) as a



In early November, the European Training Foundation (ETF) in Turin convened its largest conference of experts yet to discuss the results of more than a decade of education and training reform in its partner countries. Some 250 guests from international organisations, the EU, and partner countries in Eastern Europe, Central Asia, North Africa and the near Middle East were invited to the conference.

The central theme for the conference was *Learning Matters*. The title highlights the importance of developing and nurturing learning cultures both in the individual and in vocational education and training (VET) policy development. "VET reform policy development can best be considered as VET reform policy learning," the conference organisers argued.

To international donors, the title is also a strong reminder of the benefits they can reap from reviewing their past activities and integrating learnt matter into future policies and projects. Indeed,

the organisers hoped that the conference would provide tools for improving future international assistance in the field of VET.

One of the central topics of the conference was *embeddedness* as the paradox of successful reform: acceptance of radical change is, to a large extent, dependent on how well new policy concepts and institutions are embedded in the specific context, values and traditions of their environment. It is a lesson learnt at considerable expense. Insular, high profile projects are now increasingly abandoned in favour of broader policy support. The underlying idea is that this is more likely to generate the crucial sense of ownership among the beneficiaries of external assistance.

Another key theme was the concern that for many of the partner countries the history of VET reform during the 1990s has run virtually parallel to their history of *external assistance* to VET reform. A large number of countries still rely considerably on external assistance to provide

the money, materials and knowledge needed to implement reforms. More often than not, external assistance has generated a need for further external assistance.

As countries in the western Balkans embark on preparations for possible accession there is much to be gained from reviewing EU assistance to VET in central and eastern Europe in the past 13 years. Also the surge in international support to labour market development in the countries of North Africa and the Middle East justifies a renewed appraisal of valuable experiences in other parts of the world and an effort to translate learnt matter into new support strategies.

More information

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UNEVOC Bookshelf

Technical Vocational Education : Experiences and Innovations / Prof. P.P.G.L. Siriwardene . – Sri Lanka : Stamford Lake, 2003, 283 pp; 8vo; with laminated paper covers.
ISBN 955-8156-97-3



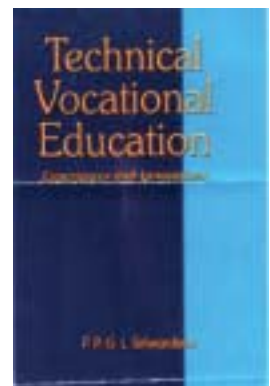
In the changing job structure that is more knowledge-based and intellectual rather than manual, the need for continuous professional development is important to ensure that skills and capabilities keep pace with rapid change.



Continuous adaptation and innovation is the central theme that runs throughout the length of Prof. Siriwardena's most recent book on technical and vocational education (TVE). An eminent metals chemist whose research findings at Cambridge University were used in the Apollo Space Programme in the 1970s, Prof. Siriwardena quickly recognised the pivotal role that TVE had to play in the strivings of developing countries, like his native Sri Lanka, to achieve economic development.

In *TVE : Experiences and Innovations* he draws on his many years of experience in Asia as a UNESCO Project Manager to emphasize that countries from Bangladesh to the United Kingdom need to strike the right balance between service, manufacturing and agriculture-based industries if they are to remain competitive in a rapidly globalising market economy.

It is a fascinating read as well as an invaluable reference manual that should find a place on the bookshelf of every TVE stakeholder. It gives the reader perceptive insights into the whole spectrum of areas impacting on TVE, from framing education policy to distance education, information communication technology, gender equity and career guidance and counselling. Prof. Siriwardena's views carry an unchallenged stamp of credibility, as they are the product of extensive experience and reflection from an individual who considers imperative the link between the pure and the applied, the intellectual and the manual. His meticulous and yet pragmatic approach is reflected in this work, as he draws on the achievements of the past to define a trajectory for TVET, particularly in rapidly developing Asian countries, in the knowledge society of the twenty-first century.



More information

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Visitors to the Centre

July

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

Philipp Grollmann and **Dr. Felix Rauner**, Universität Bremen and **Uwe Lauterbach**, German Institute for International Educational Research (DIPF), Germany.

Michel Lokhorst, Kluwer Academic Publishers, The Netherlands and **Chia-ju Liu**, National Kaohsiung University, Taiwan.

Angela Tamke and **Antje Paulsen**, Deutsche Welthungerhilfe, Germany.

Bernadetta Ndunguru, Director, Vocational Education and Training Authority (VETA), Tanzania.

Suliaman Suliaman, Programme Specialist in TVET, UNESCO Office Beirut, Lebanon.

August

Bernadetta Ndunguru, Director, Vocational Education and Training Authority (VETA), Tanzania.

Visit of **Vietnamese VET** experts.

Dr. Abdelwahid Abdalla Yousif, Advisor to the Minister of Education in the State of Bahrain.

September

Madeline Steele and **Michael Frearson**, Learning and Skills Development Agency (LSDA), United Kingdom and **Madhu Singh**, UNESCO Institute of Education (UIE) and **Andreas Baaden**, German Commission for UNESCO (DUK), Germany.

October

Visit of the participants of the Advanced Training Programme, Educational Policy and Research in the Field of Technical and Vocational Education and Training, from InWent, Germany.

Dr. Shubhangi Sharma, Project Coordinator and **Murari Lal Thanvi**, Project Director, Doosra Dashak-Foundation for Education and Development, India.

Dr. Winfried Sommer, Learntec and **Birgit Ackermann**, Karlsruher Messe-und Congress GmbH, Germany.

Michel Lokhorst, Kluwer Academic Publishers, The Netherlands.

Apprentices



Asif Iqbal and Pascaline Anapak

In June 2002 Asif Iqbal and in August 2002 Pascaline Anapak joined the UNESCO-UNEVOC International Centre as their first two apprentices. They both follow a two-year apprenticeship according to the German dual system. They are aiming at the diploma of "Bürokaufmann/-frau (Office Clerk)". During their apprenticeship they will become acquainted with all major work aspects of the Centre.

What does the German dual system mean

Anyone learning an occupation or trade in Germany usually does so under the dual system of vocational education and training. The system is called 'dual' because vocational training takes place both in the company and in part-time vocational school. It is based on German statutory training regulations and on the range of traditional, updated and newly emerging, up-to-date training occupations.

Congratulations, you both have completed the first year of your apprenticeship.

Q: How would you describe your initial reactions to the course?

Pascaline: In the beginning I had to repeat most lessons at home, because the classes at school are in German and were totally different from what I had learnt before.

Q: What interests you most about this apprenticeship?

Asif: Learning Office Management as well as Business Management under German rules and regulations. It is nice to learn at school and practice it in a real office environment.

Michael Schlicht, German Federal Ministry of Education and Research (BMBF), **Ms Schulte** and **Michael Härtel**, Federal Institute for Vocational Training (BIBB) with **Wolf Rissom** and **Andreas Baaden**, German Commission for UNESCO (DUK), Germany.

Staff News

On 15 September Astrid Hollander was appointed as the new Associate Expert for the Centre

Q: What attracted you to the apprenticeship with the UNESCO-UNEVOC International Centre?

Pascaline: I have always been attracted to work in an international environment where I could improve my language skills, meet and work with people from different cultures.

Q: Can you give us an example of how you have been able to practice what you learnt at school in a work environment?

Asif: The study covers lessons in Office Management and Business Management. I can practice whatever I learnt during the Office Management classes in the office (secretariat, office environment, safety and security). However, matters learnt during Business Management cannot be practiced in the office, because the UNESCO-UNEVOC International Centre does not buy or sell commercial products and as such does not have production storages.

Q: Have there been any obstacles for you to concur?

Pascaline: Yes, several ones: 1) Language, the vocational school is in German while the language in the office is English. This means dealing with two different languages when using school information in the office; and 2) the difference between the German office management system and the United Nations one. However, I consider this apprenticeship to be an advantage for now and for my future life in enterprises.

Q: What are your expectations for the remaining time of your apprenticeship?

Asif: I hope this will go smooth and that I will pass the final exam in a good position.

Thank you both for your time and good luck with the remaining time of your apprenticeship.

> Forthcoming Events <

More information

An updated list of forthcoming events can be found at www.unevoc.unesco.org/events.



Vocational education and training: principal issues and strategy

Date: 19-23 January 2004, Brighton, United Kingdom; Languages: English

Organiser: British Council Seminars

Information: <http://www2.britishcouncil.org/seminars-education-0329.htm>



International LEARNTEC Forum (ILF)

Date: 09 February 2004, Baden-Baden, Germany; Languages: English, German

Organiser: Karlsruher Kongress- und Messe GmbH

Information: <http://www.learntec.de/>



LEARNTEC 2004

Date: 10-13 February 2004, Karlsruhe, Germany; Languages: English, German

Organiser: Karlsruher Kongress- und Messe GmbH

Information: <http://www.learntec.de/>

International Congress on Quality Management Education and Training Systems

Date: 14-16 April 2004, Rabat, Morocco; Languages: Arabic, English, French

Organiser: L'Ecole Normale Supérieure de l'Enseignement Technique (ENSET de RABAT) in collaboration with L'Association Marocaine pour l'Amélioration de la Qualité de l'Enseignement (AMAQUEN)

Information: <http://www.enset-rabat.ac.ma/>

> Publications <

More information

Copies can be ordered from:

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Education, Work and the Future : selected UNESCO publications and documents in Technical and Vocational Education and Training / UNESCO, Paris

Version 2.0. UNESCO, 2003

The second edition of the digital library of selected UNESCO publications and documents in technical and vocational education and training (TVET) is now available for dissemination free of charge. It contains more materials, including the recent UNESCO-ILO joint publication in English, French and Russian (see below). The search system has also been improved to make it more user friendly. In order to make its contents accessible to the largest number of users, the entire CD-ROM can be copied on to the hard disks of as many PCs as needed.



Technical and Vocational Education and Training for the Twenty-first Century: UNESCO and ILO Recommendations / UNESCO, Paris, 2002

This joint UNESCO-ILO publication, which contains UNESCO's *Revised Recommendation concerning technical and vocational education* (2001) and the ILO's

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- >> Stimulating Reform in Southern Africa
- >> Regional Cooperation in the Arab States
- >> Knowledge Sharing and Publications
- >> Internships and Attachments
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