



UNESCO-UNEVOC Bulletin

Newsletter of the UNESCO International Centre for Technical and Vocational Education and Training, Bonn, Germany

Editorial: The Recent General Conference of UNESCO

Rupert Maclean, Director

The 31st Session of the General Conference of UNESCO was held in UNESCO Paris over the period 15 October to 3 November 2001.

The UNESCO General Conference is held every two years. It is an opportunity for the Director-General of UNESCO to report to Member States on the activities of the Organisation, including an evaluation of programme objectives for the preceding two years. Member States have the chance to set the agenda and priorities for the programme activities of the Organisation for the next biennium (in this case for 2002-2003) as well as for the Medium-Term Strategy for 2002-2007.



Mrs Sonia Mendieta, President of the Executive Council,
Mr. Koïchira Matsuura, Director-General of UNESCO,
Mr. Ahmad Jalali, President of the General Conference

Although many important matters were debated at the 31st General Conference, with regard to the various education programmes of UNESCO, Member States reiterated that the 'priority of priorities', and great moral crusade of our time, remains achieving full and equal opportunities for education for all. In so doing Member States reiterated the UNESCO Constitution, which states:

'The States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unre-

stricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives.'

This stress on achieving 'education for all' is certainly appropriate for UNESCO since as John Daniel, Assistant Director-General for Education has pointed out, 'all the evidence shows that education is the key that unlocks all the other doors of development: health, prosperity, tolerance, dignity, justice and personal fulfilment.'

With regard to technical and vocational education and training (TVET), the 188 Member States attending the UNESCO General Conference also reiterated the importance of taking decisive action to continue to strengthen and upgrade education for the world of work. Particular attention was given to providing TVET that is: for all, lifelong, of high quality, relevant and cost effective.

The General Conference stressed the value of the recommendations of the Second International Congress on Technical and Vocational Education (Seoul, April 1999). These reflect the emerging



challenges of the twenty-first century, during an era of globalisation and revolution in the field of information and communication technologies. These recommendations will therefore guide a new orientation of 'technical and vocational education and training for all throughout life' so as to meet the

new demands of achieving the objectives of a culture of peace, environmentally sound sustainable development, social cohesion and international citizenship.

In the light of the terrorist attacks of 11 September, education for work, along with all other areas of education, should pay particular attention to encouraging citizens to 'learn to live together, learn to live with others' in peace and harmony (Delors Report).

The General Conference adopted the 'Revised Recommendation Concerning Technical and Vocational Education (2001)'. It recommended that Member States should report to it, jointly with five-yearly assessments of the follow-up to the Seoul Congress, on the action they have taken to give effect to the Recommendation.

Over this biennium (2002-2003) the UNESCO-UNEVOC International Centre in Bonn is committed to fully following up recommendations arising from the 31st Session of the General Conference of UNESCO with regard to TVET and education for the world of work. To realise this commitment partnerships are essential, involving partners from within UNESCO, other UN organisations, development agencies, governments, non-governmental organisations and the private sector. The UNESCO-UNEVOC International Centre in Bonn will continue to take action to forge effective partnerships with all relevant stakeholders to help improve technical and vocational education and training worldwide. Particular emphasis will be given to meeting the needs of developing and least developed countries, those in rapid transition and countries in a post-conflict situation.

Bonn Centre at UNESCO Bangkok International Conference

UNESCO-ACEID International Conference on Education

The UNESCO-UNEVOC International Centre was a co-sponsor of the Seventh UNESCO-ACEID International Conference on Education that was held 11 to 14 December 2001 in Bangkok, Thailand. The overall theme of the conference was "Using ICTs for Quality Teaching, Learning and Effective Management".

As part of the Conference, a half-day Special Interest Group on Technical and Vocational Education and Training (TVET) was organised jointly by the UNESCO-UNEVOC International Centre in Bonn and the Section for TVET in the Asia-Pacific Centre of Educational Innovation for Development (ACEID), UNESCO Bangkok, and in collaboration with the ILO Regional Office for Asia and the Pacific/East Asia, Bangkok.

The purpose of the Special Interest Group was to examine current issues, concerns and prospects regarding TVET, with particular reference to most effectively utilizing the new information and communications technologies. Participants were updated on current thinking and recent developments concerning TVET and education for the world of work; and the exchange of information and experience regarding best practice and innovative approaches to linking TVET and the ICT's in the Asia-Pacific region and beyond was facilitated.

Chaired and moderated by Rupert Maclean, Director of the UNESCO-UNEVOC International Centre, the eight panelists included researchers and practitioners concerned with TVET from the University of Toronto in Canada; the International Labor Office (ILO) in Bangkok, Thailand; the University of Twente in the Netherlands; the Ministry of Education in Botswana; the UNESCO International Institute for Educational Planning (IIEP) in Paris, France; the UNESCO Institute for Education (UIE) in Hamburg, Germany;

the Technical Teachers' Training Institute in Calcutta, India; and the Western Visayas College of Science & Technology, Philippines.

Panelists made introductory 'discussion starter' presentations which dealt with macro/overarching issues including the future of work, globalisation and TVET, knowledge and skills development, the relationship between TVET and ICTs in India, issues and prospects concerning the financing of TVET; and, with implications regarding the delivery of TVET including most effective ways of harnessing ICTs, computers in TVET, gender and equity issues in TVET, skills training and the informal sector, and utilizing ICTs to promote lifelong learning.

Following the presentations there was a general discussion and interventions from participants regarding the matters raised by presenters, and other relevant issues. In the light of this discussion participants made suggestions and recommendations regarding the upgrading of TVET in accordance with recommendations arising out of the Second International Congress on TVE, that was held in Seoul, Republic of Korea, in 1999.

The presentations and the discussion at this Special Interest Group will form the basis of a UNESCO-UNEVOC monograph to be published in 2002 on the topic of this meeting. It will also provide material towards a proposed "International Handbook on TVET and Education for the World of Work", which will be involving, as joint editors of the Handbook, colleagues who were presenters at this Special Interest Group: Professor Wim Nijhof of the Faculty of Education, Sciences and Technology, University of Twente, the Netherlands; and Professor David Wilson of the Ontario Institute for Studies in Education (OISE), University of Toronto, Canada.

For more information, please contact Mr. Rupert Maclean, fax [+49] (228) 2433777, email: r.maclean@unevoc.de.

Linking Work, Skills and Knowledge

Knowledge-based economies, global competition, poverty and social exclusion are key challenges in today's world of work.

Linking Work, Skills and Knowledge: Learning for Survival and Growth was the title of the International Conference convened by the Swiss Agency for Development and Cooperation (SDC) in close collaboration with the Working Group for International Co-operation in Skills Development, in Interlaken, Switzerland, in September 2001. Participants from more than 50 countries focused their debates on informal economies. They came up with a number of key messages:

- ▶ Governments must provide adequate policy frameworks for the development of the informal sector. The formal and the informal sectors require an integrated policy approach.
- ▶ Private sector delivery of skills training must be encouraged and supported by governments.
- ▶ Funding needs partnerships between public and private stakeholders. Governments should avoid excessive administration in functioning markets, while contributing positively to the overcoming of market failure.
- ▶ Skills should be understood in a broad sense, embracing practical skills as well as tacit knowledge and social competencies.
- ▶ Accreditation should be harmonized between formal and non-formal systems.
- ▶ Access must emphasize the needs of the poor, and pay attention to women, youth and the disabled.
- ▶ Training, integrated with quality education, should help develop individual, small-scale entrepreneurs, and the underprivileged, and provide transferable skills and core competencies.
- ▶ Historical and cultural contexts impact on content and delivery modes.

International agencies were requested to reallocate more resources to the informal economy, to assist in its social and economic development, and to raise awareness of its potential.

The conference recommended that donor agencies should help promote complementarity between the formal and the informal sectors. They should also facilitate South-South dialogue and regional exchange on these issues.



The full text of the "Interlaken Declaration" is available in English, French and Spanish at www.workandskills.ch/

The Working Group for International Co-operation in Skills Development – an informal group of donor agencies and international organizations involved in technical and vocational education and training - met immediately after the Conference. Project proposals that emerged from the initiative “Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Subregional Co-operation” (see www.unevoc.de/botswana) were presented jointly by the Department of Vocational Education and Training of Botswana and the UNESCO-UNEVOC International Centre.

For further information, please contact Mr. Hans Krönner, fax [+49] (228) 2 43 37 77, email: H.Kronner@unevoc.de.

ILO-UNESCO Cooperation

The Example of Madagascar

  UN agencies, the ILO and UNESCO, have agreed to concentrate on a certain number of concrete joint activities in the field of education and technical and vocational education and training in particular.

Madagascar is one of the first countries where the joint strategy will be implemented in the framework of the programme “Education for All”. This programme aims at the reduction of poverty and the reinforcement of sustainable human development, and addresses the most vulnerable groups, such as out-of-school children, children who are undertaking the worst forms of work, women, the handicapped and the long-term unemployed. To these people the programme will bring the general knowledge and the technical and technological skills necessary for them to benefit from professional activities. Given the complementarity of the missions of these two agencies, the technical assistance of UNESCO will focus on the development of basic education, while the ILO will provide the target groups with the technological and professional skills that will allow them to enter the labour market in order to start income-generating activities, self-employment or the creation of micro and small enterprises. Other agencies of the United Nations system (e.g. FAO,

UNIDO, UNICEF, UNFPA, WFP, etc.) will also intervene during the implementation of the programme, in the framework of their specific fields of competence.

For further information, please contact Mr. Girme Agune, fax [+41] (22) 7997650, email: agune@ilo.org.

ILO News

ILO Tripartite Africa Meeting

During the *ILO Tripartite Africa Meeting on Learning and Training for Improved Performance and Decent Work*, ILO constituents (Governments and employers’ and workers’ organizations) from Botswana, Ethiopia, Kenya, Mauritius, Namibia, South Africa, and Tanzania met in October 2001 in Johannesburg to discuss, and hammer out a *common understanding* (www.ilo.org/public/english/employment/skills/news.htm) on salient human resources development and training issues. Participants were given an opportunity to review recent experiences, initiatives and developments related to three main themes:

- ▶ Human resource development and training policies and programmes in Africa;
- ▶ Learning and training for small and medium enterprises and the informal sector; and
- ▶ Investment in training.

The ILO meeting urged constituents to develop a shared vision on human resources development, and an integrated HRD strategy in African countries. It was felt that this could best be done by establishing strategic partnerships between government and the social partners. The Meeting highlighted the difficulties, which small and medium enterprises in Africa face, as producers and employers. It was agreed that governments, supported by employers and workers, should develop coherent support programmes for this vital part of the economy: infrastructure, incentives packages and adequate budgetary allocations. It was also agreed that training programmes need to be reformed to develop the technical, self-employment and entrepreneurial skills that SMEs need to improve productivity and realise their potential as major sources of decent employment. There was consensus on

the urgent need to raise investments in learning and training. The meeting stressed that governments must assume the responsibility for creating the environment that promotes, recognizes and rewards investment in training by enterprises and individuals. It was agreed that the dissemination of best practices on investment in training could serve as a benchmark for countries and companies to compare, and improve upon, their own performance.

For further information, please contact Mr. Trevor Riordan, fax [+41] (22) 7997650, email: riordan@ilo.org.

Public-Private Partnership

E-Learning Initiative in South Africa



As a result of a UNESCO request for support to developing countries, a number of private companies (Corporate Research of SAP AG, INGENATIC, Bosch, and Lucas Nuelle) embarked on an initiative to identify and implement an e-learning pilot/research project in the Western Cape Region of South Africa. The project is called DASSIE, which stands for “Distributed Advanced Strategic System for Industrial E-Learning”. It is financially supported by the German development agency GTZ.

The project’s objective is to assess the relevance and value that e-learning can bring to the cost-effective delivery of quality learning in South Africa. In addition, it develops an e-learning model for the whole country, with the aim of supporting the South African Government’s policy of open and flexible learning, accessibility and the expansion of education and training.

DASSIE builds upon the results of a German Lighthouse Project called L3 Project



(L3 = Life Long Learning). In DASSIE, the experience and results gained within the L3 Project will be transferred and adapted to meet local needs and, hence, will be put at the disposal of South Africa and the whole region.

This project fits very well with the initiative "Learning for Life, Work and the Future" (LLWF), comprising the 14 Member States of the Southern African Development Community (SADC), which was initiated jointly by the Ministry of Education in Botswana and the UNESCO-UNEVOC International Centre. During this initiative several project proposals on sub-regional cooperation have been developed, two of which are touching the issue of e-learning. A number of e-learning specialists from the SADC countries, including those working on DASSIE, have been invited to LEARNTEC 2002, the European Congress and Specialist Trade Fair for Education and Information Technology, which takes place in Karlsruhe, Germany, in February 2002. The invited specialists will build the bridge between the LLWF initiative and DASSIE.

For further information, please contact Mrs Bettina Mussnug, Corporate Research, SAP AG, fax [+49] (721) 696816, email: bettina.mussnug@sap.com

UNESCO Headquarters (Paris) News

Staff Matters



Mr. Wataru Iwamoto (Japan) was appointed Director of the Division of Secondary, Technical and Vocational Education at UNESCO Headquarters in Paris. He took up his duties on 3 September 2001. Mr. Iwamoto brings to UNESCO considerable professional experience in education and international affairs. He was Deputy Director of the Science and Technology Museum in Tokyo and has a strong commitment to scientific, technological and vocational education at the secondary and post-secondary levels.

Ranking of TVET: Call for Best Practice

In many countries, TVET still lacks recognition as an integral component of the national education system. This often reflects the relatively low social prestige of vocational qualifications and of manual work ("blue collar jobs"). Thus socio-economic development is hampered by a lack of vocationally qualified human resources. In order to facilitate access to TVET for all, there is a need to increase its reputation as an important contributor to the alleviation of poverty, particularly in developing countries.

In line with Article 26 of the General Declaration of Human Rights, technical and vocational education shall be made generally available. Access to TVET for All

will therefore be promoted as a strategy.

The UNESCO-UNEVOC International Centre would like to learn about examples of how policy makers and other key personnel in TVET have successfully promoted the case of TVET, no matter whether through attention-focusing events, political initiatives, legal or financial incentives, benchmarking exercises, awards, or open house events. The Centre would like to make such examples available to other interested parties in the worldwide UNEVOC Network.

Should you know of such examples, kindly contact Mr Hans Krönner, e-mail: H.Kronner@unevoc.de; fax [+49] (228) 2433777.

UNESCO Field Offices

Human Resource Development and Training in the Arab States

The UNESCO Office in Beirut and the UNESCO-UNEVOC International Centre in Bonn both contributed to a Regional Conference on Human Resource Development and Training (Tunis, 12-14 November 2001), which was organized by the Arab Labor Organisation, in cooperation with the Ministry of Vocational Training and Employment, Tunis, Tunisia.

More than 150 officials representing 17 Arab countries, the ILO, UNESCO, and the European Commission discussed the main challenges and orientations affecting labor, employment, and the role of education and training in human

resource development. The contributions of representatives of UNESCO to the Conference took the form of:

- ▶ A main working paper on continuing education and training in TVET institutions;
- ▶ A workshop on the application of new technologies in TVET; and
- ▶ The display and dissemination of UNEVOC publications.

The presence of some UNEVOC Centres at the conference was used for a meeting of UNEVOC Centres at the UNEVOC Centre in Tunisia (the Ecole Supérieure des Sciences et Techniques de Tunis). Participants discussed UNEVOC activities planned for the years 2002 and 2003.

For more information, please contact Mr. Sulieman Sulieman, fax [+961] (1) 824854, email: s.sulieman@unesco.org



Meeting of UNEVOC Centres in Asia Region

The Section for TVET in the Asia-Pacific Centre of Educational Innovation for Development (ACEID), UNESCO Bangkok, in collaboration with the UNESCO-UNEVOC International Centre in Bonn, organised a meeting of the representatives of UNEVOC Centres in Asia. This was part of the Seventh UNESCO-ACEID International Conference on Education, which was held 11 to 14 December 2001 in Bangkok Thailand.

The purpose of this meeting of UNEVOC Centres was

- ▶ to brief participants on current efforts being made by the UNESCO-UNEVOC International Centre in Bonn to strengthen and upgrade the world-wide UNEVOC Network, which involves more than 200 UNEVOC Centres in 137 countries;
- ▶ to explain the range of programme activities being undertaken in the Bonn Centre;
- ▶ to explore areas of collaboration between the UNESCO-UNEVOC International Centre and UNESCO Bangkok with regard to the implementation of the UNESCO programme in TVET and education for work; and
- ▶ to provide representatives of the UNEVOC Centres attending this meeting (and the UNESCO-ACEID International Conference) with an opportunity to update colleagues on current activities being undertaken by their institutions.

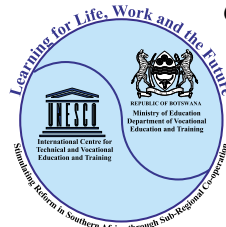
The outcomes of this meeting of UNEVOC Centres in Asia have provided valuable inputs for a survey questionnaire being developed by the UNESCO-UNEVOC International Centre which will be sent out to all UNEVOC Centres early in 2002 to provide information to help ensure the most effective operation of the UNEVOC Network and to facilitate expansion of the Network to include all UNESCO Member States.

For further information, please contact Mr Efison Munjanganja, fax [+66] (2) 3910866; email: e.munjanganja@unesco-proap.org.

UNEVOC Botswana

Secondment to the UNESCO-UNEVOC International Centre

Within the framework of the initiative *Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Sub-regional Cooperation*,



Ms Doreen Kokorwe from the Department of Vocational Education and Training at the Ministry of Education in Botswana, worked in the UNESCO-UNEVOC International Centre in Bonn for a duration of six weeks in November/December 2001. Her main task was to help identify donor agencies that are going to finance the follow-up projects that emerged from a workshop on sub-regional cooperation in TVET, which had been held in Botswana. Apart from these duties, Ms Kokorwe had the chance to attend other meetings and seminars, which she reports on below.

Visit to London

Whilst on secondment from the Ministry of Education in Botswana to the UNESCO-UNEVOC International Centre in Bonn I had an opportunity to go to London on Thursday 29 November 2001.



There I attended an Education for All (EFA) seminar at the Westminster Kingsway College that addressed the third EFA goal on "ensuring that the learning needs of young people are met through equitable access to appropriate learning and life skills programmes". The seminar was organised by the United Kingdom National Commission for UNESCO.

At this seminar Marion Mitschke from the UNESCO-UNEVOC International Centre gave a broad overview on how UNESCO can help coordinate EFA initiatives and what impact technical and vocational education and training (TVET) has on EFA. My presentation focused on the challenges facing TVET in Botswana. A representative from the German Federal Institute for Vocational Education and Training (BIBB) talked

about the challenges facing TVET in Germany. A joint paper was prepared and distributed to participants.

Marion and I took advantage of being in London to make a follow-up on the TVET projects for the Southern African region that were earlier developed in a sub-regional workshop in Botswana. This involved meeting representatives from the Department for International Development (DFID) and the British Council. Both agreed to follow up our request for funding and get back to us soon.

Visit to a School for Handicapped

During my stay at the UNESCO-UNEVOC International Centre in Bonn I had an opportunity to visit a public school for the physically handicapped. We attended three counseling sessions for handicapped youth, who were informed about their opportunities for professional training. The sessions were led by Mr. Horsters from the Employment Office in Bonn. He assisted the students in discovering their strengths and weaknesses and gave them valuable advice on what they could do.

This was interesting because some of the parents at the counseling session felt insecure about sending their children off to boarding schools. This is different from our situation in Botswana where some parents would be happy to send their children to boarding schools.

Another interesting discovery from the visit is that the handicapped children are well catered for in their education. Even those that may be considered to be severely handicapped receive training and are included in the educational plans. A strong sense of commitment from both the parents and the German Government is something that I really admired and appreciated. I wish the Botswana Government could also follow the same route and come up with a policy that allows all handicapped children to be trained.

I was very impressed by the German employment policy, which encourages every employer to hire the handicapped. In our situation in Botswana very few handicapped are absorbed by the labour market, because a policy that compels industry and other employers to employ

the handicapped is still lacking in Botswana.”

For more information, please contact Ms Doreen Kokorwe, fax [+267] 580943, email: DKokorwe@gov.bw.

International Association for Educational and Vocational Guidance IAEVG

IAEVG Declaration on Educational and Vocational Guidance

The International Association for Educational and Vocational Guidance, IAEVG, is the world wide counsellors' association and represents individuals as well as national and regional associations concerned with educational and vocational guidance on all continents.



The objectives of the Association are

- ▶ to promote and improve communication between people and organisations active in educational and vocational guidance;
- ▶ to encourage the continuing professional development of ideas, practice, and research in the field of guidance and counselling;
- ▶ to collect and disseminate information on latest educational and vocational guidance practice, study and research.

As an NGO, IAEVG works closely with major international organisations such as UNESCO, ILO, OECD, EU and others to further international co-operation for the development of human resources through guidance and counselling.

IAEVG urges governments or agencies responsible for promoting human resource development to ensure the establishment and maintenance of adequate educational and vocational guidance services.

On the occasion of the 50th anniversary of IAEVG, in September 2001 the Board of Directors adopted at the 69th Board Meeting a Declaration on Educational and Vocational Guidance in Paris. The full text of the Declaration reads as follows:

„Effective educational and vocational guidance and counselling can assist individuals to understand their talents and

potential and enable them to plan the appropriate steps to develop essential skills that will lead to personal, educational, economic and social advancement for the individual, family, community and nation. Quality educational and vocational guidance, counselling and management is a regular and continuous process, it is not a single intervention. It accompanies and enhances life-long and life-wide learning and helps individuals to avoid or shorten periods of unemployment. Educational and vocational guidance and counselling contributes to equality of opportunity. High quality educational and vocational counselling not only aids the personal development and career opportunities of every individual, but also contributes to wider social, economic and sustainable development as a whole.

The International Association for Educational and Vocational Guidance declares services to be essential in meeting personal, social and economic development needs and to encourage further sustainable development in a knowledge-based society.

- ▶ Each person - regardless of gender, education, race, religion, age or occupational status - should have free and easy access to educational and vocational guidance so that their individual capabilities and skills can be identified and developed to enable them to undertake adequate education, vocational training and employment, to adapt to changing individual and social life situations and to participate fully in the social and economic life of their community.
- ▶ Special target groups, i.e. persons with disabilities and social disadvantages, should be provided with career counselling that uses appropriate methods and counselling that take into account their particular needs and communication requirements.
- ▶ Educational and vocational guidance providers should meet recognised quality standards of counsellor training and service delivery.
- ▶ Educational and vocational guidance services provided must guarantee impartiality and confidentiality and should proceed with the voluntary and active participation of their clients.
- ▶ Everyone who needs and wants educational and vocational guidance and counselling should have access to it based on need and from a competent and pro-

fessionally recognised counsellor, whose profession is founded on the respect for human dignity and for different ways of living within communities.

- ▶ All educational and vocational guidance counsellors should have specified competencies and participate in continuing professional development programmes to enhance their skills and keep their professional knowledge up-to-date.
- ▶ As the training and performance of counsellors has to be supervised, the effectiveness of guidance services should be monitored through regular evaluation and relevant research studies.
- ▶ All counsellors and agencies providing educational and vocational guidance and counselling should be committed to recognised quality standards and endorse and follow a code of ethics in accordance with the 1995 IAEVG Ethical Standards.“

For more information, please contact Linda Taylor, Secretary-General, IAEVG, UK, fax [+44] (137) 6391400, email: linda.taylor@careersbp.co.uk, IAEVG web site: www.iaevg.org.

Inside UNESCO-UNEVOC International Centre

Staff News

Ms Imke Weichert was working in the Centre for one month during September/October. She developed a questionnaire to gather information and to help strengthen and upgrade the UNEVOC Network of over 200 Centres in 137 countries.

Ms Maxine Henry joined the Centre in October 2001. She reinforces the Secretariat of the Centre and assists with the administration.

Ms Sjoukje Schots started working as Library and Documentation Specialist in October 2001. She will develop and strengthen the Documentation Centre and improve its accessibility.

Ms Doreen Kokorwe from the Department for Vocational Education and Training at the Ministry of Education in Botswana, worked at the Centre for six weeks until early December 2001 (see separate article).

Mr. Max Ehlers joined the Centre beginning of January 2002. He is the Centre's Information Technology specialist.

Visitors to the Centre

September 2001

Ms Lucy Lazo, Director-General of the Technical Education and Skills Development Authority (TESDA), Manila, Philippines

October 2001



Ms Elisabeth Krolak, Head of Documentation Centre and Library, UNESCO Institute for Education, Hamburg, Germany

Ms Hui Xing, Deputy Director, Educational Development Research Centre of Beijing Academy of Educational Sciences (China); Mrs Thi Thanh Ha Vuong, Expert of International Cooperation Section, General Department for Vocational Training, Ministry of Labor, Invalids and Social Affairs (Vietnam); and Ms Thi Minh Hoang, Technical Vocational Training and Secondary School-Institution, Ministry of Education and Training, Vietnam

November 2001

Dr Rolf Kristiansen, Norwegian National Institute of Technology and coordinator of the Nordic Network of UNEVOC Centres, Oslo, Norway



Dr Joachim Schaper, Director, and Bettina Musgnug, SAP, CEC Karlsruhe Corporate Research, Karlsruhe, Germany



Dr Ulrich Hillenkamp, Deputy-Director, European Training Foundation, Turin, Italy

Dr Ngoato Takalo, Vice-Chancellor of the University of North West; Mr Martin Pieterse, University of North West; and Mr Danie Kok, SAP Public Services, Randburg, South Africa



Dr Knut Dieckmann, Head of Department for Further Education, Association of German Chambers of Commerce, Bonn, Germany

Ms Isabelle de Billy-Savary, Programme Specialist, UNESCO Headquarters, Paris, France

December 2001



Dr Stefan Stupp, Assistant Head of Division, International Cooperation Policy Issues/Multilateral Cooperation, German Federal Ministry of Education and Research (BMBF), Bonn, Germany



Dr Chung-Keun Kim, Dean of Human Resources Development Institute, Korea University of Technology and Education; and Dr Seong Joo Choi, Department of Mechanical Engineering, Korea University of Technology and Education, Republic of Korea



Mr Arjen Deij, Programme Manager, European Training Foundation (ETF), Turin, Italy



H.E. Sutham Saengprathom, Minister of University Affairs, Thailand, accompanied by a delegation of representatives of the Ministry, private enterprise and the German Foundation for International Development (DSE)



Mr Karsten Brenner, Director-General, European and International Cooperation, German Federal Ministry of Education and Research (BMBF), Bonn, Germany

Forthcoming Training Courses

International Training Centre of the ILO

Seminar "Managing the Quality of Training system"
4 - 8 March 2002, Beirut, Lebanon; language: Arabic (see contact I below)

Seminar "Analysis of Training Policies"
11 - 15 March 2002, Dakar, Senegal; language: French (see contact I below)

Seminar "New Trends in Learning Technology"
11 - 22 March 2002, Turin, Italy; language: English (see contact II below)

Seminar "Training of Trainers"

18 - 29 March 2002, Harare, Zimbabwe; language: English (see contact II below)

Distance Education Course Module "Training Technology"

Enrolment from April onwards; language: Spanish (see contact II below)

Seminar "Training of Trainers"

15 - 26 April 2002; Yaoundé, Cameroun; language: French (see contact II below)

Seminar "Designing Instructional Media and Learning Environments"

6 - 17 May 2002; Turin, Italy; language: English (see contact II below)

Seminar "Training of Trainers"

13 - 24 May 2002; Addis Ababa, Ethiopia; language: English (see contact II below)

Seminar "Evaluation of the Impact of Vocational Education and Training"

20 - 31 May 2002, Turin, Italy; language: Spanish (see contact I below)

Seminar "Designing and Delivering Competency-based Training"

10 - 21 June 2002; Bangkok, Thailand; language: English (see contact II below)

Seminar "Labour Market Analysis"

5 - 9 August 2002, Turin, Italy; language: Arabic (see contact I below)

Seminar "Evaluation of Training Systems"

2 - 6 September 2002, Bangkok, Thailand; language: English (see contact I below)

Seminar "Management and Certification of Training Systems"

16 - 27 September 2002, Turin, Italy; language: Spanish (see contact I below)

Seminar "Information on the Labour and Training Market"

21 October - 1 November 2002; Turin, Italy (and study tour in Italy and Germany); language: Spanish (see contact I below)

These seminars are organised by the International Training Centre of the ILO, Viale Maestri del Lavoro 10, 10127 Turin, Italy.

For contact I seminars, further information can be obtained from Mr. Fluitman, tel. [+39] (011) 6936757 / 6936111, fax [+39] (011) 6936451, email: emp@itcilo.it.

For contact II seminars, further information can be obtained from Mr. Pujol, tel. [+39] (011) 6936391 / 6936111, fax [+39] (011) 6936469, email: sme@itcilo.it.

Forthcoming Events

► Congress „People and Technology ... Bringing the World Together“ 2nd World Congress of Colleges and Polytechnics



24 - 27 March 2002, Melbourne, Australia; language: English

Organizer: Hosted by TAFE Directors Australia (TDA) on behalf of World Federation of Associations of Colleges and Polytechnics

Information: World Congress
Secretariat, Australia, tel [+61] (2)
42222908, fax [+61] (2) 42264748, website:
www.wfworldcongress.com

► **International Conference „Technology and Computer Education: Global Perspectives, Opportunities and Challenges“**



15 – 18 April 2002; Bydgoszcz, Poland; languages: English and Polish

Organiser: The Institute of Technology, Academy of Bydgoszcz, Poland

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► **Conference „Pan-Commonwealth Forum on Open Learning: Transforming Education for Development“**




29 July - 2 August 2002; Durban, South Africa; language: English


Organiser: The Commonwealth of Learning (COL), National Association of Distance Education Organisations of South Africa (NADEOSA), South African Department of Education


Information: Helene du Toit, Event Dynamics, PO Box 98009 Sloane Park, Johannesburg 2152, South Africa, tel [+27] (11) 706 5010, fax [+27] (11) 463 7195. email: helene@eventdynamics.co.za, website: www.col.org/forum2

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


 **Publications**

 **“Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Sub-regional Cooperation”**; English; 104 pages; UNESCO-UNEVOC; 2001. This is the final report on the initial workshop held in Gaborone, Botswana, in December 2000. The report includes a summary of the workshop proceedings, the main working document, the opening speeches, the elaborated project proposals for sub-regional cooperation in TVET, and summaries of 27 documents that had been prepared by participants. Print copies can be obtained at the address of the UNESCO-UNEVOC International Centre (see left). It can also be downloaded at www.unevoc.de/botswana/.

 **“The UNESCO-UNEVOC International Centre: Strengthening Technical and Vocational Education and Training”**; English and French; 8 pages; brochure; UNESCO-UNEVOC; 2001. Print copies can be obtained at the address of the UNESCO-UNEVOC International Centre (see left). It can also be downloaded at www.unevoc.de/publications (‘general information about UNEVOC’).

 **“Learning and training for work in the knowledge society”**; ILO; 120 pages; 2002; available in English, French, Spanish, Arabic, Chinese, German, Russian; 15 CHF; to be ordered at Publications Department, ILO, 4 route des Morillons, CH-1211

Geneva 22, Switzerland. In the wake of globalisation and associated developments in the economy, in labour markets, and in the world of work, a new approach to learning and training is in the making. A recent ILO book Learning and training for work in the knowledge society examines some of the elements of this new approach. What human resources development and training policies are countries pursuing, in order to facilitate lifelong learning and employability for all? What roles and responsibilities do governments and the social partners assume in the pursuit of these policies? What are the elements of an institutional framework that underpin countries’ efforts to ensure learning outcomes that are both effective and inclusive? These and other issues are raised in the book and are discussed by the ILO’s tripartite constituents as they consider a new Human Resources Development Recommendation.

 **“Supporting workplace learning for high-performance working”**; David Ashton and Johnny Sung; 2002; 160 pages; available in English; to be ordered at the ILO as above. In this book, the ILO is responding to the widespread interest in learning and training in high performance work organisations and has taken up the challenge of identifying and documenting these innovative practices. The book looks at many aspects of workplace learning and training and considers these aspects from the perspective of workers as well as employers, including the prospective benefits for the different parties. It also looks at the role governments can play in fostering high performance work practices and, in particular, encouraging enterprises to make better use of the skills of their employees. For the ILO, this book contributes to the strategic objective of creating greater opportunities for women and men to secure decent work. High performance work organisations create the scenario for a win-win outcome: the companies benefit through increased productivity, and the employees gain through improved quality of working life – decent employment – with increased remuneration compared to more traditional enterprises.