



UNEVOC

INTERNATIONAL CENTRE
for Technical and Vocational
Education and Training

UNESCO-UNEVOC Bulletin

> Editorial <

Rethinking education in the Marshall Islands

In the Republic of the Marshall Islands (RMI), the matter of strengthening and upgrading technical and vocational education and training (TVET) is an important issue. The population of the Marshall Islands is growing, despite high migration to the United States, and there is increasing urbanization. Seventy percent of the people now live in Majuro and Ebeye. Increasing urbanization makes traditional subsistence lifestyles impossible for many families. It has also created food and housing shortages in the cities and has added to escalating social problems.

Economic growth in the Marshalls is low, and private sector employment is marginal. Agricultural production is concentrated on small farms, and the most important commercial crops are coconuts, melons, tomatoes and breadfruit. Small-scale industry is limited to handicrafts, and fish and coconut processing. The tourist industry is a small source of foreign exchange for the Marshalls. It currently employs less than 10% of the labour force, but is the best hope for future added income. Unemployment in the Marshall Islands is estimated at 34%, and youth unemployment at over 60%. With 65% of the population under the age of 24, these rates will increase even further as the number of people who seek employment continues to grow much faster than the jobs available.

Despite the high demand for employment, there is a demand for skilled labour that can currently not be met. There are significant shortages in almost all professions and trades, and growing reliance on foreign workers. The fact that most Marshallese job-seekers lack basic competency in English literacy and numeracy, and do not possess critical thinking and other life-skills needed for employment is a primary barrier to economic development and

social stability. Approximately 70% of students who start school do not complete secondary education, and only a small number continue on to tertiary institutions (2% of non-public employees are college educated). Less than half of the students who complete grade 8 annually find places in existing high schools.

Education for the world of work is a crucial factor in improving the economic situation of the Marshall Islands. Currently, TVET institutions are limited and lack operational capacity, and there is a significant shortage of experienced and qualified instructors. Non-formal training in livelihood skills is sporadic and largely uncoordinated. To tackle this problem, it is essential to adopt an integrated framework with clearly identified short- and long-term goals. Useful strategies may include reintroducing vocational training in secondary schools, expanding and diversifying existing TVET programmes and establishing an apprenticeship scheme.

Yet, given the narrow economic base, improving wage-employment skills alone will not solve the unemployment problem in RMI. Opportunities must be created for self-employment and micro-enterprise development, and appropriate training must be provided.

Marshall Islands education experts, ministers and other high-level officials gathered on 25 February–2 March 2007 at the national *Rethinking Education* Conference to address these issues and develop a human resource development framework that includes a national training policy and that takes cultural factors into account.

The keynote presentations from the UNESCO-UNEVOC International Centre and the University of British Columbia on vocationalization of secondary education and indigenous knowledge respectively provided the basis for the discussions. Local stakeholders complemented the presentations and raised a number of issues that particularly reflected the local context. The conference was co-sponsored by the Republic



Courtesy: Astrid Hollander

of the Marshall Islands Ministry of Education, Pacific Resources for Education & Learning (PREL) and the National Training Council (NTC).

In the light of the outcomes of the conference, the Marshall Islands plan to redraft their education bill to better reflect TVET and to increase funding for the provision and development of education for the world of work. Education officials regarded UNESCO-UNEVOC's contribution to the conference as particularly important and influential in this regard. The Marshall Islands will continue to involve UNESCO-UNEVOC in the advancement of TVET and will organize follow-up activities to this conference.

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New UNEVOC Centres

The UNEVOC Network of specialized technical and vocational education and training (TVET) institutions is the most prominent network of the UNESCO-UNEVOC International Centre. It is a unique platform for the sharing of knowledge and experiences regarding all aspects of TVET and consists of more than 265 specialized TVET institutions – the so-called UNEVOC Centres – in 163 UNESCO Member States.

The following institutions have joined the UNEVOC Network between January 2006 and the beginning of March 2007:

Cameroon

Inspection de Pédagogie chargée des Techniques Industrielles (April 2006)

China

Shenzhen Polytechnic (July 2006)

Zhejiang Technology Institute of Economy (July 2006)

Training Centre for Teachers of Vocational Education, Shanghai Second Polytechnic University (July 2006)

Beijing Union University (July 2006)

Ethiopia

TVET Sector, Ministry of Education (June 2006)

Finland

Research Centre for Vocational and Professional Education, University of Tampere (November 2006)

Gambia

National Training Authority (August 2006)

Grenada

School of Applied Arts and Technology, T.A. Marryshow Community College (February 2007)

Haiti

École Supérieure d'Infotronique d'Haiti (October 2006)

Iran

Shahid Rajaei Teacher Training University (October 2006)

Ireland

Dublin Institute of Technology (January 2007)

Libya

Curriculum Department, People's Committee for Manpower, Training and Employment (March 2006)

Uganda

Department of Business, Technical, Vocational Education and Training, Ministry of Education & Sports (August 2006)

United States of America

Center of Education and Training for Employment, Ohio State University (October 2006)

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Zhejiang Technology Institute of Economy

Zhejiang Technology Institute of Economy (ZJTIE) joined the UNEVOC Network in October 2006. At the inaugural event, Prof. Chen Lineng, President of ZJTIE, introduced the Institute and described its plans for activities within the UNEVOC Network – for the benefit of international cooperation in technical and vocational education and training (TVET) in China. Mr Du Yue, Deputy Secretary-General of the National Commission of the People's Republic of China for UNESCO, and Ms Dong Jianhong, Director of the Education Department of the Commission, also gave congratulatory speeches at the event.



Courtesy: Zhejiang Technology Institute of Economy

ZJTIE is a public vocational college under the auspices of the Department of Education of the Zhejiang Province and the Zhejiang Material Industry Group. In a nationwide evaluation of vocational colleges in China in October 2006, it was recognized as "excellent".

In the context of the UNEVOC Network, the Institute will organize collaborative projects with other colleges in the Zhejiang Province and the adjacent area. ZJTIE also plans to hold annual international meetings in Hangzhou to foster dialogue on specific TVET issues within the worldwide TVET community. The Institute plans to organize, in co-operation with the UNESCO-UNEVOC International Centre, activities in the area of comparative vocational education research. These activities will involve Chinese scholars and foreign experts. ZJTIE will also work on an updated version of the English-Chinese/Chinese-English *Dictionary of Vocational Education*.

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Courtesy: Zhejiang Technology Institute of Economy

Research Centre for Vocational and Professional Education

The Research Centre for Vocational and Professional Education at the University of Tampere, Finland, offers research-based educational programmes at the graduate and post-graduate levels. Since 2003, it hosts the *UNESCO Chair in Global E-learning with Applications to Multiple Domains*. It is committed to developing and strengthening technical and vocational education and training (TVET) as a lifelong process in the context of a continuously changing world of work.

One of the roles of the Centre is to combine the knowledge of universities, polytechnics and enterprises in training and research activities at the regional level. At the national and international levels, its objective is to develop a centre of excellence for the development and provision of knowledge on entrepreneurship, job creation and economic and social development.

At present, the work of the Centre focuses on:

- >> Professional growth as a lifelong process;
- >> New learning environments in TVET; and
- >> E-learning in teaching and research in the fields of multi-cultural communication and hypermedia.

Professor Pekka Ruohotie, Director of the Research Centre for Vocational and Professional Education, is a pioneer in promoting TVET in Finland and now also a part-time professor at the University of Tallinn, Estonia. In the context of the UNEVOC Network, he plans to host international research activities, seminars and training courses in Finland and contribute to TVET research activities in other parts of the world.

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Center on Education and Training for Employment

The Center on Education and Training for Employment (CETE) at Ohio State University is the first U.S.-based member of the UNEVOC Network. For over forty-five years, CETE has been engaged with national and international clients in conducting research and development projects that address a range of workforce issues. CETE's current activities include advancing and evaluating workforce development programmes, guiding the development of national and regional policies, conducting research on workforce development issues and providing professional development opportunities to leaders and educators.

A member of the UNEVOC Network since October 2006, CETE looks forward to joining with others in the common goal of improving the livelihood and sustainability of the global workforce. Ronald L. Jacobs, director of CETE, expects CETE to contribute to the UNEVOC

Network in three broad areas. First, CETE will seek to provide a link between the various TVET systems in the USA (secondary, post-secondary and company-based) with similar systems in countries throughout the UNEVOC Network. Such exchanges – which could occur through conferences, web-cast programmes, publications or study visits – would provide opportunities for all Americans involved in TVET to learn from the experiences of professionals across the global community.

Second, CETE aims to develop partnerships with other UNEVOC Centres to conduct projects that assist the partners in achieving their TVET goals. For instance, CETE might be called upon to use its expertise in curriculum development and testing to help develop occupational standards or provide technical assistance on how to conduct labour market surveys.



Courtesy: CETE, Ohio State University

Finally, CETE will seek to serve as a resource for workforce development professionals, particularly through the provision of topical seminars and university degree programmes. Some of these programmes and seminars will be accessible through ICT-based distance teaching and learning.

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Courtesy: CETE, Ohio State University

UNEVOC Network seminars

To enhance co-operation within the UNEVOC Network, UNESCO-UNEVOC organizes induction and refresher training seminars in various parts of the world. These seminars provide a useful opportunity for UNEVOC Centres to get to know other Network members at close hand and develop collaborative activities. Recent Network seminars took place in:

Baku, Azerbaijan, 19–20 December 2006

This seminar was organized by UNESCO-UNEVOC and the UNESCO Moscow Office, with assistance from the Ministry of Education, Azerbaijan. Twenty-five TVET professionals from UNEVOC Centres in Russia, Belarus, Ukraine, Azerbaijan, Georgia, Armenia and Moldova participated.

Yaoundé, Cameroon, 5–7 December 2006

This training seminar focused on Central Africa. The eighteen participants represented UNEVOC Centres from Cameroon, Central African Republic, Chad, Congo Republic, Democratic Republic of the Congo and Gabon.

Lilongwe, Malawi, 26–28 September 2006

Sixteen vocational educators from selected UNEVOC Centres in eight Southern African countries participated in this seminar. It was organized by UNESCO-UNEVOC with the assistance of the Malawi National Commission for UNESCO.

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Recognition of prior learning

Recognition of prior learning and experience is vital for achieving Education for All (EFA). It can encourage, motivate and empower persons who have dropped out of school or who have never received any education. There is growing awareness among governments and private stakeholders about the positive economic, social and personal effects of recognition of prior learning and experience. Many countries have hence expressed a strong interest in linking non-formal and formal education, creating pathways for re-entry of learners into the formal education system and facilitating the entry or re-entry of people with informally acquired skills into the labour market. Around the world, there is a need to establish mechanisms and methodologies for the recognition of prior learning and experience.

In 2004, the then UNESCO Institute for Education (now called UNESCO Institute for Lifelong Learning – UIL) conducted an international survey on *Recognition, Validation and Accreditation of Non-formal and Informal Learning and Experience*. The survey assessed national qualification frameworks, policy and institutional arrangements, mechanisms for validation and assessment, stakeholder co-ordination modalities, and benefits of and barriers to the recognition of prior learning.

As a follow up to the survey, education experts discussed ways of expanding international comparative research on the recognition of prior learning and experience at a round-table that took place during the thirty-third session of the UNESCO General Conference in 2005. Participants at the round-table agreed to establish UIL as a resource centre for policy and capacity building in this area and recommended that co-operation between private and public stakeholders be promoted.

UIL will now, according to a rough typology designed on the basis of the results of the 2004 survey, examine the status quo of recognition of prior learning and experience in countries throughout Africa. In addition, UIL has formed an interagency group of representatives from various international organizations and from different parts of UNESCO, including UNESCO-UNEVOC, to create knowledge partnerships and synergies and to strengthen discussions among lead agencies on the subject. At the second meeting of the group in Hamburg in November 2006, important policy and research issues for the African region were highlighted, including recognition of different types of enterprise-based learning, tools to measure practical skills, stakeholder behaviour and perspectives, and devices for the validation of learning outcomes.

UIL plans to hold an international meeting to further follow up the discussions on these issues. The Institute is also working in close collaboration with UNESCO-UNEVOC. The latter will mobilize the UNEVOC Network to



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exchange good practices and lessons learnt and to provide information on assessment, certification and accreditation mechanisms in place at the institutions in the Network.

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Singh, Madhu (2005). *Recognition, validation and accreditation of non-formal and informal learning and experience*. Hamburg: UIE. (Synthesis report of the 2004 survey)

ETF Yearbook 2006 focuses on "Skills Development for Poverty Reduction"

In many partner countries of the European Training Foundation (ETF), poverty has increased dramatically since the early stages of transition and tends to remain high despite some recent positive economic developments. This is illustrated by the fact that eleven countries with which the ETF works have signed, or are in the process of signing, Poverty Reduction Strategy Papers with the International Monetary Fund and the World Bank. High migration from these countries is another indicator of high poverty rates.

The 2006 *ETF Yearbook* examines the importance of vocational skills development for poverty reduction. Many ETF partner countries, especially those that have experienced the most dramatic impoverishment, have not been able to modernize and reform their vocational education and training (VET) systems. VET

remains centralized, input-based and underfunded. While VET schools are often the only educational option for children of the poor, they do not provide the kind of skills development that can help families escape poverty.

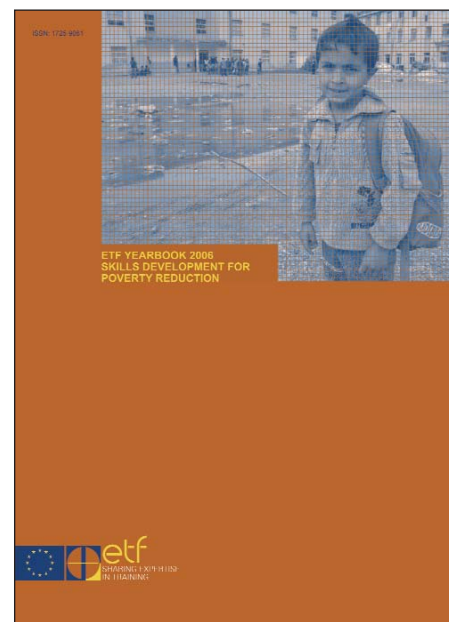
Many local development and civil society projects in ETF partner countries aim to fill the gap between labour market needs and the skills of the population. These projects often contain innovative non- and informal skills development aspects and seek to respond to concrete learning needs. Yet these projects are mostly donor-driven, short-term and of limited scope. They remain – often on purpose – separate from the VET system, even though in many countries, there are VET schools in virtually every community.

It is crucial that VET reform policies are developed and implemented in ETF partner countries. Sharing successful experiences about the innovation that takes place at the local level can enable relevant and effective VET reform from the bottom up.

The *ETF Yearbook 2006* can be downloaded from the ETF website at www.etf.europa.eu

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From school to work: contemporary regional experiences

The transition of youth and young adults from school to the world of work has become an important policy issue for the majority of countries worldwide. Changes in the nature of work and employment have weakened the prospects for long-term and secure jobs, even for the most educated young people. A high level of youth unemployment has become a global phenomenon, but it is particularly prominent in Asia and the Pacific. The region is home to over 45% of the world's young people without work (in 2005, 39.2 million young people were unemployed). Young people in Asia are three times more likely to be unemployed than adults, and young women are especially affected. Many governments believe that technical and vocational education and training (TVET) can improve the employability of youth and be a major vehicle for facilitating the transition from school to the world of work.



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"School-to-work transition" is a broad term that gained currency during the 1990s with a widespread renewed emphasis on labour market and educational reforms. It covers areas such as:

- >> preparing school leavers for the world of work;
- >> supporting young people through the transition process; and
- >> developing strategies to increase initial employment opportunities.

TVET experts from selected UNEVOC Centres in Asia and the Pacific discussed strategies that prepare school-leavers for the world of work at a regional seminar on school-to-work transition in Tokyo, Japan, 23-30 January 2007. The meeting was organized

by the Japanese National Institute for Educational Policy Research (NIER) in collaboration with UNESCO-UNEVOC.

An important issue raised at the seminar was how young people can be supported through the school-to-work transition process. Even though countries face different challenges in this regard and have developed varied approaches, the participants identified a series of common issues and strategies related to TVET as a pathway to the world of work.

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A multi-stakeholder approach to address youth unemployment

The 2006 ILO report on *Global Employment Trends for Youth* pointed out a 15% increase in the number of unemployed youth (age 15 to 24) in the past ten years, from 74 to 85 million worldwide. This means that one-third of the world's young people are without jobs. At the same time, the number of youth ready to enter the workforce continues to grow. In Asia and the Pacific, an



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additional 11 million young people will be looking for employment by the year 2015. Considering the opportunity costs and economic losses arising from unemployed and underemployed young people, as well as the rising demand for pensions and health care for senior citizens, many governments in the

region are concerned about the growing number of youth not engaged in productive work. For these young people, the inability to find decent work intensifies a sense of vulnerability and inadequacy. This often leads to social conflict.

UNESCO's Asia and Pacific Regional Bureau for Education in Bangkok has been working with many partners to improve the transition from the world of learning to the world of work. Successfully addressing youth unemployment requires a multi-sectoral approach and the involvement of all stakeholders – governments, educational and training institutions, employers and businesses, employees, parents, families, communities and, of course, young people themselves. In November 2006, a meeting was held in Bangkok with representatives of these stakeholder groups. The meeting aimed to provide a broad range of perspectives, determine priorities and develop approaches to address the problem of unemployed graduates.

The main concerns raised by the participants were

- >> Mismatch of job applicants' qualifications and employers' needs;
- >> Lack of information on developments in the labour market;

>> Lack of proper career guidance;

>> Lack of student exposure to the world of work; and

>> Job applicants' lack of soft skills.

Potential areas for collaborative follow-up activities to address these key concerns were identified, and the importance of the following actions was stressed:

>> Carrying out needs assessments;

>> Establishing national qualification frameworks;

>> Developing quality-assurance mechanisms; and

>> Improving information sharing and career counselling.

The outcomes of the meeting are meant to pave the way for the formulation of a longer-term strategic plan for joint projects and activities between UNESCO Bangkok and its partners in Asia and the Pacific.

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TVET in Pacific secondary schools

There is much debate about the place of technical and vocational education and training (TVET) in secondary schools in the Pacific. Secondary education is currently largely academic, catering mainly to students who aspire to white-collar jobs or entry to university. As a result, more and more students are being pushed out of the school system without the necessary skills for employment.

In order to explore new directions for school-based TVET, the Pacific Regional Initiative for the Delivery of Basic Education (the PRIDE Project), based at the University of the South Pacific and funded by the European Union and New Zealand, brought together thirty-six educators from fifteen countries around the Pacific at the sixth PRIDE Project Regional Workshop on *The Role of TVET in Pacific Secondary Schools: New Visions, New Pathways*. The workshop took place in Koror, Palau, 15–22 November 2006.

The participants at the workshop came from all of the independent and self-governing nations of the Pacific. Also in attendance were participants from Guam and the Commonwealth of the Northern Marianas. The aim of the workshop was to reconceptualize the place of vocational education in secondary schools and to



Courtesy: Dr G.R. Teasdale

explore strategies for integrating TVET programmes into the curriculum in a holistic way.

Specifically, the objectives of the workshop were:

- >> To review contemporary global thinking about the role of TVET in secondary schools and examine the implications of these new ideas for the Pacific;
- >> To reconceptualize vocational education in the Pacific, especially with regard to local cultures and traditional ways of imparting skills for life and work;
- >> To explore a more holistic approach to secondary education through the integration of TVET and life skills;
- >> To consider transitions from school-based TVET to the world of work;

>> To examine the interface between school-based and post-school TVET, and between formal and non-formal TVET; and

>> To recommend strategies for the implementation and delivery of TVET.

The workshop was organized and funded by the PRIDE Project in collaboration with UNESCO-UNEVOC, the Pacific Association of Vocational Education and Training (PATVET), and the Palau Ministry of Education.

Rupert Maclean, Director of UNESCO-UNEVOC, and Perive Lene, President of PATVET, were the two resource people at the workshop. Dr Akhila Nand Sharma, Head of the School of Education at the University of the South Pacific, played the important role of 'critical friend' and provided formative and summative evaluations.

The highly successful workshop marks a significant strengthening of relationships between the Pacific nations and UNESCO-UNEVOC. The Pacific countries comprise more than 8% of the total membership of UNESCO. Yet, because of their isolation and very small populations, they sometimes remain on the fringe of UNESCO activities. The PRIDE team is committed to build a strong partnership with UNESCO-UNEVOC in order to benefit TVET in the Pacific nations.

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> Sustainable development <

TVET for All – a master key for sustainable development?

On 7 December 2006, UNESCO-UNEVOC and InWEnt (International Capacity Building) jointly organized a round-table on "Technical and Vocational Education and Training (TVET) for All – a Master Key for Sustainable Development?" during the tenth International Conference of the Asia-Pacific Programme of Educational Innovation for Development (APEID). The conference took place in Bangkok, Thailand. The highly successful and informative round-table was co-chaired by Rupert Maclean, Director of UNESCO-UNEVOC, and Dr Harry Stolte, Department of Modern Media and Curriculum Development in VET

at InWEnt. Prof. John Fien (RMIT University, a UNEVOC Centre in Australia) and Dr Stolte provided a general introduction to the topic and explained the relevance of TVET for sustainable development. They suggested avenues to move from "an idealistic vision to a holistic approach". Their presentations were complemented by Dr Ligaya Valmonte (Don Mariano Marcos Memorial University, The Philippines), who spoke about the activities and

experiences of selected international organizations that work in TVET in the Asia-Pacific region, and by Dr Nguyen Viet Thang (Viet Nam) and Dr Bambang Trisulo (Indonesia), who shared case studies on improving TVET in their countries.

The APEID conference was successful in meeting its key objectives to strengthen coordination and collaboration among APEID Network members, raise awareness and understanding of education for sustainable development (ESD) and serve as a catalyst for the creation of ESD action plans. APEID will continue to work in close co-operation with its partners to ensure that the principles of sustainable development are integrated into the education systems in the region.



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TVET in the Water and Sanitation Sector in Viet Nam

The workshop *Needs Analysis for Training, Capacity Building and Skills Development in the Water and Sanitation Sector in Viet Nam* took place in Ha Long, Viet Nam, 3–5 December 2006. It was jointly organized by UNESCO-UNEVOC, InWEnt (Capacity Building International), the Norwegian Institute for Water Research (NIVA) and the Vietnamese UNEVOC Centre. Participants at the workshop assessed existing training programmes in the water supply and sanitation sector in Viet Nam. They found that there is a lack of adequate training of technicians and other occupational groups and identified capacity building and training needs. The

outcomes of the workshop formed the basis for the elaboration of a project proposal on "Poverty Alleviation in Urban and Rural Areas in Vietnam: Capacity Building and Skills Development to Enhance Employability in the Water and Sanitation Sector". This project will address the problems of water pollution, impure water supply and inadequate wastewater treatment that adversely affect the health and economic well-being of communities. It will contribute to institutional strengthening and the development of a qualified workforce to achieve greater access to clean water and adequate sanitation.



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> TVET in ageing societies <

Falling birth rates and rising average life expectancy have led to an unprecedented demographic change in many developed countries and in many transition countries. Populations are becoming older, which affects societies at all levels. The financial and labour market implications of ageing societies have caused many governments around the world to rethink the way in which they view their older citizens. Older people today are encouraged to stay in the workforce longer and to update their skills or re-learn entirely new sets of skills. This has resulted in a gradual transformation of the student base of technical and vocational education and training (TVET) providers and is changing the nature of education and training itself.

"Re-skilling for All? The Changing Role of TVET in Ageing Societies" was a key issue of discussion among the international experts who participated in a meeting on *TVET in an Ageing Society*, 3–6 October 2006 in Adelaide, Australia.

The meeting was jointly organized by UNESCO-UNEVOC, the Australian National Centre for Vocational Education Research (NCVER), the Korea Research Institute for Vocational Education and Training (KRIVET) and the Colombo Plan Staff College for Technician Education (CPSC). It was hosted by NCVER. Eight presentations on key aspects of TVET in ageing societies formed the basis of the discussions at the meeting.

In the light of the points raised by the participants, the papers presented will be revised and published in the *UNESCO-UNEVOC International Handbook of TVET: Education for the Changing World of Work*. They will also be posted on the NCVER website.

As a follow up to the meeting in Adelaide, CPSC conducted a further international experts meeting entitled *TVET for the Ageing Society* in Manila, Philippines, 4–8 December 2006.

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> Africa <

Entrepreneurship training in Uganda

As part of its mandate to promote education for poverty reduction, UNESCO is advocating the teaching of skills for entrepreneurship. The Organization has developed two sets of training materials entitled *Starting My Own Small Business*. One set addresses learners in non-formal settings, while the other targets students nearing the end of their studies in TVET streams of secondary schools.

To promote the use of these materials, UNESCO's Section for Technical and Vocational Education organizes workshops to train TVET educators. The first workshop took place in Kampala, Uganda, 24–27 October 2006. Held

in co-operation with the Uganda National Commission for UNESCO, the workshop brought together TVET educators from Kenya, Sudan, Tanzania and Uganda who are involved in educating women in rural and urban communities to acquire literacy and life skills.

At the workshop, the participants learned how to design a market survey, develop a business plan, set prices for products or services, find funding, handle financial affairs, communicate with customers and partners, effectively manage time, observe local laws for businesses and integrate occupational health and safety into the workplace. They also completed a short module on the possible uses of information and communication technologies (ICTs) in businesses. At the end of the training, the participants designed action plans for conducting entrepreneurship training sessions in their local communities.



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UNESCO would like to give special thanks to the Uganda National Commission for UNESCO for its support of this highly successful activity.

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Public Private Partnership in the Arab States

Around the world, countries face the challenge of having to renovate their technical and vocational education and training (TVET) systems to better meet trade and industry requirements for qualified labour and the population's need for skills and qualifications that are relevant to employment. TVET systems in many Arab States are in need of reform to overcome the mismatch between TVET output and the demands of the labour market. One strategy to address this issue is to foster the involvement of stakeholders from both the public and the private sectors in the various aspects of TVET.

¹ The Mubarak-Kohl Initiative applies a customized version of the German Dual System in Egypt. It involves the business community in planning, implementing, evaluating and accrediting TVET.

² The National Skill Standards Project (NSSP) works in partnership with employers' organizations to develop job descriptions, curricula, learning materials, testing and accreditation requirements and a skill standards scheme in Egypt.

At the second *G8/BMENA Meeting of Ministers of Education* in Sharm-el-Sheikh, 23–24 May 2006, the participants agreed to "emphasize the role of Public Private Partnerships (PPP) and stakeholder participation in all aspects of a [education sector] reform".

To facilitate the exchange of experiences and best-practice examples in PPP in TVET among stakeholders in the Arab region, UNESCO-UNEVOC, in co-operation with the UNESCO Offices in Cairo and Beirut, organized a study visit for TVET experts to Cairo, Egypt. The visit took place on 10–14 December 2006. TVET experts from selected UNEVOC Centres in Jordan, Lebanon, Morocco, Sudan, Syria and Tunisia visited the Mubarak-Kohl-Initiative¹ and the National Skill Standards Project.²

The participants in the visit studied and debated the modalities of implementing PPP and identified the strengths and weaknesses of and obstacles and barriers to PPP initiatives. They also developed recommendations that serve as a tool to guide the formulation and implementation of such initiatives in the participants' home countries. It is expected that the visit will have an important impact on the enhancement of PPP in the Arab region. As a follow-up, the participants will share their



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newly acquired knowledge within their countries through national dissemination seminars.

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ICTs in TVET in the Arab region

UNESCO has an important role in advancing the use of information and communication technologies (ICTs) in education and learning. Appropriate teaching and learning methods are crucial aspects of furthering ICTs in education. To address this

issue in the context of TVET in the Arab States, UNESCO-UNEVOC and the UNESCO Offices in Beirut, Cairo and Rabat, in collaboration with the Tunisian National Commission for UNESCO and the École supérieure des sciences et techniques de Tunis (a UNEVOC Centre in Tunisia) organized the *Regional Symposium on the Development of ICT-based Teaching and Learning Methods in TVET Programmes*. The symposium took place in Tunis, 20–22 November 2006. Thirty-three TVET experts

from UNEVOC Centres in the Arab States participated and developed guidelines and recommendations for the use of ICTs in TVET in the region. The guidelines particularly highlight the importance of the role of teachers in facilitating ICT-based learning. The symposium was supported by the European Training Foundation (ETF) and the University of Amiens (France). Dr Gerard-Michel Cochard from the University of Amiens introduced the participants to best practice examples of the use of ICTs in teaching and learning at European institutions.

This Symposium was an outcome of a previous meeting of TVET experts in the Arab States that took place in Amman, Jordan, 1–3 August 2005. A project proposal on ICTs in TVET was ranked third by the participants in a list of their priorities for co-operation. The application of ICTs in education and learning was also a major aspect of a meeting of G8 and BMENA Ministers of Education in Sharm El-Sheikh, Egypt, 23–24 May 2006. UNESCO-UNEVOC and the UNESCO Regional Office in Beirut will continue their joint efforts to assist UNEVOC Centres in the Arab region in enhancing the application of ICTs in their institutions.

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TVET in Iraq

At an Arab States meeting on technical and vocational education and training (TVET) in Cairo in mid-2006, Iraqi business leaders and employers met with representatives of TVET providers in Iraq to discuss a vision for TVET in their country and identify core elements of TVET redevelopment.

As a result of the recommendations developed in Cairo, a US\$10 million German-funded programme entitled "Reform of Technical and Vocational Education and Training in Iraq" was developed. The programme commenced in early 2007 and will run for two years. Its goals are to:

- >> Create a policy framework and strong organizational structure for TVET in Iraq;
- >> Improve TVET programmes, curricula, training materials, equipment, infrastructure and training facilities;
- >> Upgrade the skills of TVET educators;
- >> Improve the employability of youth; and
- >> Develop skills programmes for entrepreneurship.

UNESCO manages the programme as the lead agency. It works in close collaboration with the



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International Labour Organization (ILO), UN-HABITAT and Iraqi stakeholders.

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> Asia and the Pacific <

International co-operation in skills development

TVET experts from various parts of the world reflected on contemporary trends in international skills development at a recent meeting of the Working Group for International Co-operation in Skills Development. The meeting took place in Hong Kong, China, 15-16 February 2007 and focused on *Skills*

Development Policies and International Co-operation in East and South-east Asia. It was hosted by the Comparative Educational Research Centre (CERC), which is based at Hong Kong University. A representative of UNESCO-UNEVOC presented the Centre's approach to skills development in Asia.

The Working Group for International Co-operation in Skills Development is an informal group of bi- and multilateral donor agencies and international organizations involved in

assisting in the development and strengthening of vocational and technical skills. The group provides a forum to promote the exchange of new ideas and good practices, highlight key issues in the field of skills development and stimulate dialogue on trends and developments.

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> Latin America and the Caribbean <

Competency-based training and certification in Latin America

UNESCO-UNEVOC organized, in co-operation with the UNESCO Regional Bureau for Education in Latin America and the Caribbean (UNESCO/OREALC) and Fundación Chile³, a study visit for a small group of TVET experts from Bolivia, Ecuador, Nicaragua and Paraguay to Santiago de Chile. The aim of the visit, which took place on 16-20 October 2006, was to introduce the TVET experts to the "Job Competencies Programme" of Fundación Chile. This programme is a good practice example of competency-based training and certification. Through the programme, Fundación Chile identifies the skills, attitudes and knowledge people need to be successful in the world of work. The programme also seeks to improve the quality and relevance of training, enhance the geographical and occupational mobility of workers and support the evaluation of training policies. The participants in the study visit learned about the implementation of the programme in Chile, its context and the medium- and long-term challenges.



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Following the study visit, national dissemination seminars were organized in the participants' home countries. At these seminars, the knowledge acquired in Chile was shared with relevant stakeholders, and possible local applications of the Chilean experience were discussed.

More information:

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³ Fundación Chile is a non-profit-making institution that creates links between the government, the private sector and the academic community in Chile. An important part of the foundation's work is to improve human resources management and training for employment.

Valued UNEVOC consultant Professor David Wilson passed away

Professor David Wilson, a TVET expert who worked extensively with UNESCO-UNEVOC for many years, passed away in December 2006. David was a knowledgeable and energetic colleague, as well as a friend and someone from whom everyone at UNESCO-UNEVOC learnt much over the years, given his cutting-edge experience and expertise in the area of education for the world of work.

David Wilson was an outstanding teacher and a world-class scholar in the field of development education. He trained and mentored many graduate students who are now playing key leadership roles in development education throughout the world, be they policy-makers, researchers or practitioners. As a researcher,



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David contributed substantially to furthering our understanding of the fields of comparative and development education, particularly as they relate to education for the world of work. His prolific scholarly contribution is a legacy left behind as a testimony of his commitment and dedication to his profession and to the advancement of humanity. David was firmly committed throughout his life to international development and, as such, was very keen to use education as leverage to improve the human condition with regard to poverty alle-

viation, equity and justice, especially in developing countries.

When the UNESCO-UNEVOC International Centre was first established in Bonn, David came to work with UNESCO-UNEVOC during his sabbatical leave. In so doing, he did much to help get the Centre up and running. More recently, he took on the enormous task of co-editor (with Rupert Maclean) of the *UNESCO-UNEVOC International Library of TVET*, an extensive publications project that includes a book series and handbook on TVET. David continued to work on finalizing the handbook right up until his untimely death. The handbook, which will be published in 2007 by Springer Science+Business Media, will be dedicated to his memory.

David will be missed a great deal, but his memory and sphere of influence will live on through the people whose lives he touched and through the legacy of his extensive range of scholarly works.

Flute display at the UNESCO-UNEVOC premises

On Friday, 8 September 2006, a cabinet containing traditional flutes from around the world was inaugurated at the premises of UNESCO-UNEVOC. The cabinet and flutes are a permanent loan from Dr Hermann Müller-Solger, one of the founding fathers of the UNESCO-UNEVOC International Centre.

Dr Müller-Solger is a passionate flute collector. He and UNESCO-UNEVOC hope that the collection now exhibited will be a source of joy for the many international visitors to the Centre. The flutes are symbols of peace, for they represent common elements in human culture. They are also products that require traditional vocational skills and therefore represent the work of UNESCO-UNEVOC.

Visitors to UNESCO-UNEVOC are inspired to contribute to the collection. One "flute" reads: "If you come to Bonn, bring a flute along!"



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Visitors to UNESCO-UNEVOC

October 2006

Enrique Pieck Gochicoa, Instituto de Investigaciones para el Desarrollo de la Educación, Mexico

Stefan Erber, GTZ, Eschborn, Germany

Markus Schwertel, Cisco Systems GmbH, Berlin, Germany

November 2006

Derek Elias, Education for Sustainable Development, UNESCO Bangkok, Bangkok, Thailand

December 2006

Munther Kayyali, UNESCO Iraq, Amman, Jordan

Klaus Dünnhaupt, Association of Experts in the Fields of Migration and Development Cooperation (AGEF), Berlin, Germany

Gordon Bellamy, Technical and Vocational Education Consultant, UK

January 2007

Peter Collingro, GTZ, Colombo, Sri Lanka

Rebecca Bender, Cisco Systems Inc., San Jose, California, USA, **Markus Schwertel**, Cisco Systems, Berlin, Germany, and **Kate Roberts**, Cisco Systems Inc., Irvine, California, USA

February 2007

Klaus Luther, Federal Ministry for Education and Research (BMBF), Bonn, Germany

Felix Rauner and **Phillipp Grollman**, Institute Technology and Education (ITB), Bremen University, Bremen, Germany

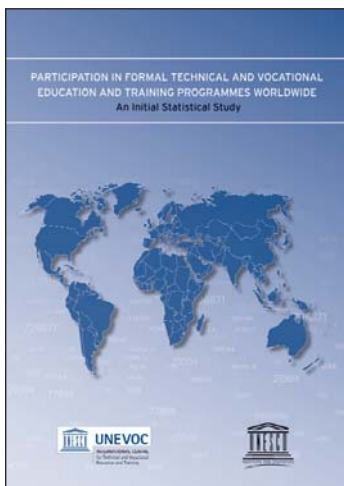
March 2007

Dennis Shirley, The Carolyn A. and Peter S. Lynch School of Education, Chestnut Hill, Massachusetts, USA

Lee Won Duck and **Ryan Kim**, Korea Research Institute for Vocational Education and Training (KRIVET), Seoul, Korea, **Young-sub Lim**, Embassy of the Republik of Korea, Berlin, Germany

Members of the International Cultural Exchange Club, Bonn, Germany, participated in an outreach seminar

Members the International Ladies Society, Bonn, Germany, participated in an outreach seminar

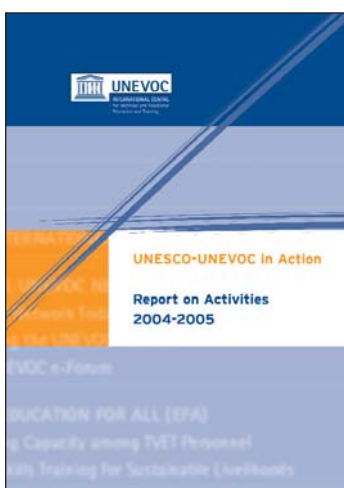


Participation in Formal TVET Programmes Worldwide: An Initial Statistical Study

The report *Participation in Formal Technical and Vocational Education and Training Programmes Worldwide: An Initial Statistical Study* aims to stimulate an important process to fill the information gap existing in the area of comparable quantitative data and indicators on global TVET participation. It presents one of the most comprehensive statistical analyses to date

about enrolments in formal TVET in the world. It is an international, comparative study that describes access to formal TVET by level, age and gender.

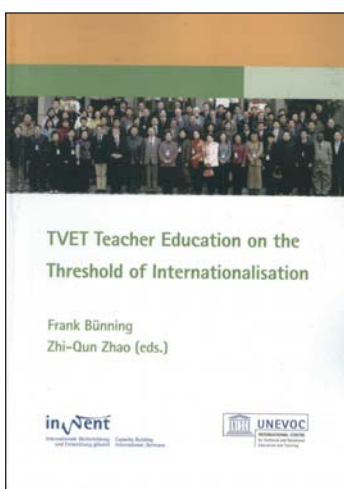
English; can be downloaded free of charge from: <http://www.unevoc.unesco.org> or ordered at: order@unevoc.unesco.org



UNESCO-UNEVOC in Action, Report of Activities 2004-2005

This biennial report contains information on the activities and achievements of UNESCO-UNEVOC in the areas of networking, knowledge-sharing, training and promoting inter-agency collaboration in TVET in 2004-2005. English; can be downloaded free of charge from:

www.unevoc.unesco.org or ordered at: order@unevoc.unesco.org



TVET Teacher Education on the Threshold of Internationalisation

Frank Bünning and Zhi-Qun Zhao (eds.). This book is an outcome of the conference *Development and Implementation of a Master Degree Standard for Teacher and Trainer Education in TVET in East and South-East Asia*, which took place at the University of Tianjin, China, in December 2005. The conference set a precedent for the further development of master degree programmes

for TVET educators. These conference proceedings are of service to researchers, policy-makers and practitioners involved in TVET teacher and trainer education in East/South-East Asia, as well as in other world regions.

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

Chinese version of:
Learning to Do: Values for Learning and Working Together in a Globalised World. UNESCO-APNIEVE Sourcebook No. 3 for Trainers, Teachers and Students in the Area of Technical and Vocational Education and Training

Lourdes R. Quisumbing and Joy de Leo. This book is a resource for teaching and learning about values for working together in a globalized world. Its emphasis is on the integrated development of the whole person within the context of lifelong learning and TVET, in preparation for life and the world of work. The book contains lesson plans that can be adapted by TVET educators for integration into their own training packages, lessons and resource materials. Originally published in English, it is now also available in Chinese.

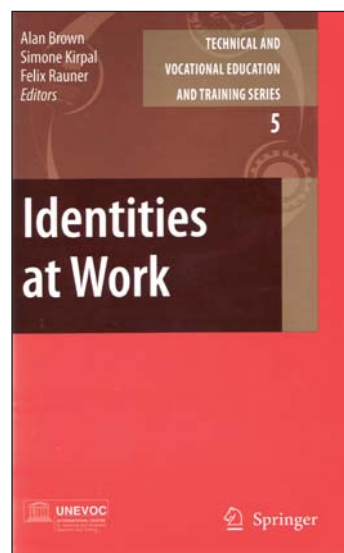
Chinese; order at: Beijing People's Education Press, No. 55 Shatanhoujie, Beijing, 100009, China. Tel: +86 10 64044211, +86 10 64071442, Fax: +86 10 84023313, E-mail: zhangh@pep.com.cn, Cost: 20 RMB (US\$2.5) (+ shipping)



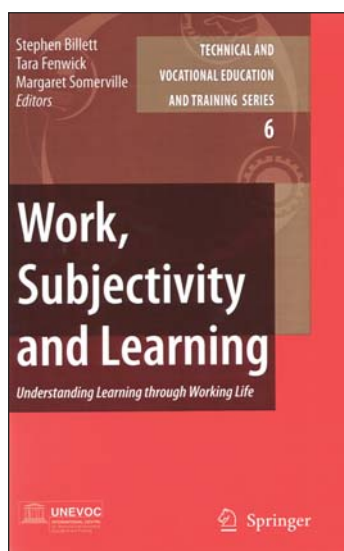
Identities at Work

Alan Brown, Simone Kirpal and Felix Rauner (eds.). This book is the fifth volume of the UNESCO-UNEVOC Book Series *Current Developments in Technical and Vocational Education and Training: Issues, Concerns and Prospects*. It brings together international theory and empirical research that deals with continuity and change of identity formation processes at work under conditions of modern working processes and labour market flexibility. Modern work processes in manufacturing and service organisations increasingly rely upon responsible and competent employees who are willing and able to engage in the tasks that their job requires and in continuous learning. This book connects the debates about skills formation, human resources development and the work commitment and professional orientations of individuals.

English; can be ordered at: www.springer.com



> UNEVOC publications <



Work, Subjectivity and Learning: Understanding Learning through Working Life

Stephen Billet, Tara Fenwick and Margaret Somerville (eds.). How do we think about work and working life, particularly in the context of lifelong learning? What role does 'subjectivity' play with regard to learning in the workplace? This sixth volume of the UNESCO-UNEVOC Book Series *Current Developments in Technical and Vocational Education and Training: Issues, Concerns and Prospects* explores in what ways workforce learning occurs, be it in the classroom, through on-the-job training or through informal and non-formal means. Although some of this learning is planned, much of it is incidental learning. The chapters present perspectives on the important role of subjectivity in achieving effective learning for work and work practices.

English; can be ordered at: www.springer.com



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> Forthcoming events <

The Sixth International Internet Education Conference (ICT-Learn 2007)

Date: 2- 4 September 2007

Venue: Cairo, Egypt

Language: English

Organisers: Human & Technology Development Foundation

Information: <http://www.distant-learning.net/>

39th Worldskills Competition 2007

Date: 14-21 November 2007

Venue: Shizuoka, Japan

Languages: English, French and German

Organisers: Japan Organizing Committee for the International Skills Festival for All

Information:

<http://www.skillsfestival2007.or.jp>



> Forthcoming training courses <



International Labour Organization
INTERNATIONAL TRAINING CENTRE

Employment and Skills Development

Decent jobs for all: employment and labour market policies in developing and emerging economies

September/October; Turin; language: English

Des emplois décents pour tous: politiques de l'emploi et du marché du travail dans les pays en développement

September/October; Turin; language: French

Labour market integration of people with disabilities

October; Turin; language: English

L'emploi en point de mire des investissements publics et des stratégies de réduction de la pauvreté

October; Turin; language: French

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Distance Education and Learning Technologies

Gestion des ressources humaines par compétences

September/October; Turin; language: French

Formación de formadores por competencias

October/December; distance learning;
language: Spanish

Competency-based training of trainers

October/December; distance learning;
language: English

Gestión de recursos humanos por competencias

October; Montevideo, Uruguay; language:
Spanish

Facilitate face-to-face learning

December; Turin; language: English

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