Contents

List of Figures ................................................................................................. xxxix

List of Tables .................................................................................................. xlvii

Contributors ................................................................................................... lv

Foreword: TVET for the Sustainability of Human Kind ............................. lxxix

Introduction ...................................................................................................... lxxiii
Rupert Maclean and David N. Wilson

Prologue: Skills Development in the Informal Sector
of Sub-Saharan Africa ................................................................................... cxiii
Arvil V. Adams

VOLUME 1

Part I Overview

1 The Pedagogical Roots of Technical Learning and Thinking ........ 5
Ron Hansen

2 A Conceptual Framework for Technical and Vocational
Education and Training ................................................................. 19
Jay W. Rojewski

3 Towards Achieving TVET for All: The Role of the UNESCO-
UNEVOC International Centre for Technical and Vocational
Education and Training .............................................................. 41
Astrid Hollander and Naing Yee Mar

4 TVET Glossary: Some Key Terms ....................................................... 59
Jeanne MacKenzie and Rose-Anne Polvere
Part II  The Changing Context of Work and Education

Section 1  Changing Workplace Requirements: Implication for Education
Margarita Pavlova and L. Efison Munjanganja

I.1 Overview: Changing Economic Environment and Workplace Requirements: Implications for Re-Engineering TVET for Prosperity ................................. 81
France Boutin, Chris Chinien, Lars Moratis and Peter van Baalen

I.2 The Right to a New Utopia: Adult Learning and the Changing World of Work in an Era of Global Capitalism ..................... 97
Budd L. Hall

I.3 Decent Work for All: From ILO Initiative to a Global Goal . . . . . 111
Peter Poschen

I.4 Redefining Gender Roles in the Workforce ............................ 129
Karen F. Zuga

I.5 Anticipation of Skill Requirements: European Activities and Approaches ........................................ 147
Manfred Tessaring

I.6 Redefining the Status of Occupations ................................. 161
Walter R. Heinz

I.7 Changing Work, Work Practice: Consequences for Vocational Education ........................................ 175
Stephen Billett

I.8 Traditional and Transitional TVET Systems .......................... 189
Poonam Agrawal

I.9 Partnering to Meet the Needs of a Changing Workplace ....... 203
LuAnn Hiniker and Robert A. Putnam

I.10 Bridging the Learning Divide: A Study into Adult Learning and Peer Mediation in the Workplace ................................. 219
David Johnson

Section 2  Education and Training in Informal Economies
Madhu Singh
II.1 Overview: Education and Training in the Informal Sector ........................................... 235
Madhu Singh

II.2 Tinkering with the Tinker: Meeting Training Needs in the Informal Sector of Chad .................................................. 245
Joshua A. Muskin

II.3 The Traditional Informal Apprenticeship System of West Africa as Preparation for Work .................................. 261
William Ahadzie

II.4 Initiatives to Link TVET to Self-Employment in Ghana .......... 277
Robert Palmer

II.5 Criteria for Training Policy in the Informal Sector: Demands and Challenges in Latin America ........................................ 291
Enrique Pieck

II.6 Informal Learning at Work: The Case of Working Children in Egypt .............................................................. 307
Laila Iskandar

II.7 Informal Learning and Work: From Genealogy and Definitions to Contemporary Methods and Findings .......... 319
Peter H. Sawchuk

II.8 New Learning Spaces in TVET: The Contribution of Social Partnerships .............................................................. 333
Terri Seddon, Kathleen Fennessy and Kathleen Ferguson

II.9 Social and Cultural Aspects of Informal Sector Learning: Meeting the Goals of EFA ................................................. 349
Madhu Singh

VOLUME 2

Part III Education for the World of Work: National and Regional Perspectives

Section 3 Reforming National Systems of Vocational Education and Training
David Atchoarena and Peter Grootings
III.1 Overview: Changing National VET Systems through Reforms 365
David Atchoarena and Peter Grootings

III.2 Latin America’s Efforts in the Vocational Training of Young People from Poor Backgrounds 379
Claudia Jacinto

Joshua D. Hawley and Alexandra de Montrichard

III.4 The Regional Perspective of Vocational Education and Training 411
Mike Coles and Tom Leney

III.5 Vocational Education, Training Reform and Regional Integration in the Middle East 427
Munther Wassef Masri

III.6 The Influence of Qualifications Frameworks on the Infrastructure of VET 439
Mike Coles and Patrick Werquin

Simon McGrath

III.8 Reform of Vocational Education in the Russian Federation 469
Olga Oleynikova and Anna Muravyeva

III.9 Vocational Education in the Netherlands: In Search of a New Identity 483
Jan Geurts and Frans Meijers

III.10 Facilitating Policy-Learning: Active Learning and the Reform of Education Systems in Transition Countries 499
Peter Grootings

Section 4 National Initiatives for Reengineering Education for the New Economy
Joshua D. Hawley
IV.1 Overview: Regional Reviews of TVET ......................... 515
Joshua D. Hawley

IV.2 To Vocationalize or Not to Vocationalize? Perspectives on Current Trends and Issues on TVET in Africa ............... 531
Moses O. Oketch

IV.3 TVET in the Asian Region: Issues, Concerns and Prospects . . 547
P.P.G. Lionel Siriwardene and Muhammad Ashraf Qureshi

IV.4 Transforming TVET Systems with the CPSC in the Asia and Pacific Region ............................................ 565
Man-Gon Park

IV.5 European Action Programmes for Lifelong Learning .......... 583
Johanna Lasonen

IV.6 VET in the Baltic States: Analysis of Commonalities and Differences of Reforms in Estonia, Latvia and Lithuania ...... 597
Frank Bünning and Berit Graubner

IV.7 Education and Training Needs of Rural Communities: A Situational Analysis of Selected Villages in Fourteen Provinces of Fiji ......................................................... 609
Paula Cavu, Isimeli W. Tagicakiverata, Seveci Naisilisili and Viliame Rabici

IV.8 Social Partnership in Vocational Education and Training in Lithuania: Challenges and Perspectives ......................... 619
Lina Kaminskienė

IV.9 Integrating Education and Work: The Status of Vocational Education in Brazil .................................................. 637
Lucílía Regina Machado and Carlos Roberto Jamil Cury

IV.10 China’s Higher Technical and Vocational Education: Development and Reform ............................................. 649
Jing Mi and Aihua Wu

IV.11 The Adoption and Adaptation of the Work-Team Concept in Urban Thai Workplaces ......................................... 659
Chitrlada Burapharat
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phoebe Moore</td>
<td></td>
</tr>
<tr>
<td>IV.13</td>
<td>Involvement of Labour-Market Partners in TVET in the Russian Federation</td>
<td>689</td>
</tr>
<tr>
<td></td>
<td>Olga Oleynikova</td>
<td></td>
</tr>
<tr>
<td>IV.14</td>
<td>Strengthening TVET to Achieve Lifelong Learning for All: Historical Snapshots and Recent Initiatives in Myanmar</td>
<td>703</td>
</tr>
<tr>
<td></td>
<td>Naing Yee Mar</td>
<td></td>
</tr>
<tr>
<td>IV.15</td>
<td>Technical and Vocational Education and Training and Rural Development</td>
<td>721</td>
</tr>
<tr>
<td></td>
<td>Lavinia Gasperini</td>
<td></td>
</tr>
<tr>
<td>IV.16</td>
<td>An International TVET Programme Development by the International Baccalaureate Organization</td>
<td>735</td>
</tr>
<tr>
<td></td>
<td>Monique Conn</td>
<td></td>
</tr>
<tr>
<td>IV.17</td>
<td>A Profile of TVET in the Asia and Pacific Region: A Survey of Progress, Innovations and Promising Practices</td>
<td>749</td>
</tr>
<tr>
<td></td>
<td>Chris Chinien, Elspeth McOmish, Mohan Perera and Alex Chinien</td>
<td></td>
</tr>
</tbody>
</table>

Section 5 Learning for Employment and Citizenship in Post-conflict Countries
David Johnson and Lyle Kane

<table>
<thead>
<tr>
<th>V.1</th>
<th>Overview: Vocational Education, Social Participation and Livelihoods in Post-Conflict Countries</th>
<th>767</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>David Johnson and Lyle Kane</td>
<td></td>
</tr>
<tr>
<td>V.2</td>
<td>From Assessment to Planning: Hope for TVET in Uganda</td>
<td>775</td>
</tr>
<tr>
<td></td>
<td>Bilal Barakat, Lyle Kane and Alex Inglis</td>
<td></td>
</tr>
<tr>
<td>V.3</td>
<td>Linking TVET to Economic Opportunities in Post-Conflict Liberia</td>
<td>787</td>
</tr>
<tr>
<td></td>
<td>Lyle Kane</td>
<td></td>
</tr>
<tr>
<td>V.4</td>
<td>Deepening the Divide: The Differential Impact of Protracted Conflict on TVET Versus Academic Education in Palestine</td>
<td>799</td>
</tr>
<tr>
<td></td>
<td>Bilal Barakat</td>
<td></td>
</tr>
</tbody>
</table>
Zuki Karpinska

V.6 Vocational Training in Post-War Sierra Leone and Liberia .... 827
Andrew Benson Greene Jr.

V.7 TVET and Community Re-Integration: Exploring the Connections in Sierra Leone’s DDR Process ..................... 835
Julia Paulson

V.8 TVET, Women and Conflict: Palestinians in the Lebanese Civil War ................................................................. 849
Rachel Yarrow

VOLUME 3

Part IV The Management of TVET Systems

Section 6 Policy and Management of TVET Systems
Rupert Maclean and Chris Chinien

VI.1 Overview: Navigating the Policy Landscape: Education, Training and Work .......................... 869
Dennis R. Herschbach

VI.2 Research for TVET Policy Development ......................... 891
Jon Lauglo

VI.3 The Reform and Governance of Public TVET Institutions: Comparative Experiences .................. 905
Keith Holmes

VI.4 National Versus Regional Policy Dimensions of TVET ........ 921
Peter Noonan

VI.5 Planning for Education and Work: Alternatives and Issues .... 939
Dennis R. Herschbach

VI.6 South African Technikons and Policy Contestation over Academic Drift ................................. 961
Andre Kraak
### VI.7 New Policy Actions and Government Roles: China’s Reconstruction of TVET Systems Since the 1980s
---
Deyu Sun, Jingwen Lu and Jun Li

**Page:** 977

### VI.8 Some Generic Issues in TVET Management
---
George Preddey

**Page:** 989

### VI.9 An Overview of Contemporary TVET Management Practice
---
George Preddey

**Page:** 1003

---

### Section 7 The Economics and Financing of TVET

David Atchoarena

**VII.1 Overview: Issues and Options in Financing Technical and Vocational Education and Training**
---
David Atchoarena

**Page:** 1029

**VII.2 Education, Skills, Sustainability and Growth: Complex Relations**
---
Kenneth King

**Page:** 1037

**VII.3 Financing Mechanisms and Instruments: A Conceptual and Operational Approach**
---
Richard Walther

**Page:** 1051

**VII.4 Financing Training Through Payroll Levies**
---
Adrian Ziderman

**Page:** 1075

**VII.5 Financing Vocational Education and Training in South Africa**
---
Martin Gustafsson and Pundy Pillay

**Page:** 1091

**VII.6 Voucher-Financed Training for Small Businesses**
---
Félix Mitnik

**Page:** 1107

**VII.7 Employers’ Participation in Training Finance: An Example from Brazil**
---
Candido Alberto Gomes

**Page:** 1123

**VII.8 Funding Lifelong Learning from a Life-Course Perspective**
---
Barry J. Hake

**Page:** 1137

**VII.9 Economic Perspectives on Technical and Vocational Education and Training in Australia**
---
Gerald Burke and Christopher Selby Smith

**Page:** 1155
Part V Teacher Education for Vocational Education and Training

Section 8 The TVET Profession
Stephen Billett

VIII.1 Overview: The Technical and Vocational Education and Training Profession ........................................ 1175
Stephen Billett

VIII.2 Professionalization of VET Teachers and Lecturers and Practices in TVET Institutions in an International Perspective 1185
Philip Grollmann

VIII.3 Teachers, Instructors and Trainers: An Australian Focus ...... 1203
Erica Smith

VIII.4 TVET Teacher-Training Requirements in the Russian Federation ......................................................... 1219
Vasiliy P. Kosyrev, Petr F. Kubrushko and Andrei N. Kouznetsov

VIII.5 TVET Teachers and Their Professionalization in China: A Problem Analysis ............................................. 1229
Zhiqun Zhao and Lianwei Lu

VIII.6 The Development of Training Modules for Instructors ...... 1243
Fred Beven

VIII.7 Literacy and Learning: Are TVET Professionals Facilitators of Learning or Deliverers of Knowledge and Skills? ........... 1259
Jean Searle

VIII.8 Vocational Education in the Private Sector in Brazil .......... 1271
Elenice Monteiro Leite, Marinalzes Moradillo Mello and Nacim Walter Chieco

VIII.9 TVET and Teacher-Training Curricula: A Developed National Perspective ............................................. 1285
Vasiliy P. Kosyrev, Petr F. Kubrushko and Andrei N. Kouznetsov
VIII.10 Vocational Qualifications: The Role of Trade Unions as Negotiation Fora ........................................ 1293
Antônio Almerico Biondi Lima and Fernando Augusto Moreira Lopes

VIII.11 Vocational Education and Development .................... 1307
Gaudêncio Frigotto, Maria Ciavatta and Marise N. Ramos

VIII.12 A Technical and Vocational Teacher-Training Curriculum . . . 1319
Bonaventure W. Kerre

VIII.13 Transforming Teachers’ Practice Through Action Learning . . 1333
Stephen Billett

VIII.14 Professional Learning and TVET: Challenges and Perspectives for Teachers and Instructors .......................... 1351
Christian Harteis

VIII.15 Industrial Attachments for Instructors in TVET Delivery . . . 1367
Sarojni Choy and Sandra Haukka

VIII.16 I Hate Left-Handers or Occupational Health and Safety Training .................................................. 1383
Richard Gagnon

VIII.17 The Bologna Declaration and Emerging Models of TVET Teacher Training in Germany .............................. 1393
Frank Bünning and Alison Shilela

VIII.18 Standards for Occupation-Directed Professional Development of TVET Personnel in Developing Countries ............ 1407
Peter Gerds

VIII.19 Curriculum Research and Design as a Subject of TVET Teacher Training: Practice and Experiences from Two International Projects ........................................ 1423
Joachim Dittrich

VOLUME 4

Part VI Education for Work: Research, Curriculum Development and Delivery
Section 9  Research and Innovation
Felix Rauner

IX.1  Overview: TVET Research  ...................................................... 1443
Felix Rauner

IX.2  Methods of TVET Research  ...................................................... 1461
Felix Rauner

IX.3  TVET Research as an Aid to Improved Policy and
Performance in TVET ................................................................. 1469
Christopher Selby Smith

IX.4  Repositioning the Role of Research in the Innovation
of TVET ................................................................. 1483
Anneke Westerhuis

IX.5  TVET Research as a Dimension of Innovation ................. 1495
Klaus Ruth

IX.6  Modellversuchsforschung: Pilot Project Research
in Germany ................................................................. 1505
Peter Dehnbostel

IX.7  TVET and R&D Evaluation: The Potential for Optimizing
TVET ................................................................. 1521
Ludger Deitmer and Lars Heinemann

IX.8  TVET Research Organizations and Scientific Communities:
Challenges to the Institutionalization of TVET Research ...... 1535
Wolfgang Wittig, Uwe Lauterbach and Philip Grollmann

IX.9  Qualifications Research ...................................................... 1553
Felix Rauner

IX.10  Measuring Educational Quality in TVET ....................... 1563
Robert D. Renaud

Section 10  Curriculum Development and Delivery
Felix Rauner

X.1  Overview: TVET Curriculum Development and Delivery .... 1579
Felix Rauner
X.2 The Mutual Shaping of Work, Vocational Competence and Work-Process Knowledge ........................................... 1593
Nicholas Boreham and Martin Fischer

X.3 Situated Learning and Cognitive Apprenticeship .................. 1611
Michael Gessler

X.4 Curriculum Approaches and Participative Curriculum Development ..................................................... 1627
Georg Spöttl

X.5 The Deskilling and Upskilling Debate .................................. 1639
Ulrich Heisig

X.6 The Pedagogy of Apprenticeship ...................................... 1653
Uwe Lauterbach

X.7 Approaches to Designing TVET Curricula .......................... 1669
Richard Huisinga

X.8 Collaborative Work-Related Learning and Technology-Enhanced Learning ........................................... 1687
Alan Brown, Jenny Bimrose and Sally-Anne Barnes

X.9 Action-Based TVET ................................................. 1699
Hans-Dieter Höpfner

X.10 Vocational Learning: Contributions of Workplaces and Educational Institutions ........................................ 1711
Stephen Billett

X.11 Work-Based Learning: An English Experience .................. 1725
James Avis

X.12 Language Mastery Development within TVET for Professional Mobility .................................................. 1739
Andrei N. Kouznetsoy

X.13 Why do German Companies Invest in Apprenticeship? ...... 1747
Klaus Schaack

X.14 Workplace Learning: Metacognitive Strategies for Learning in the Knowledge Economy ................................ 1763
Hugh Munby, Nancy L. Hutchinson and Peter Chin
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>X.15</td>
<td>Literacy, Design and Technology: New Contexts for Learning and Skills Development in South Africa</td>
<td>1777</td>
</tr>
<tr>
<td></td>
<td>David Johnson</td>
<td></td>
</tr>
<tr>
<td>X.16</td>
<td>The Education Gospel and Vocationalism in an International Perspective: The Promises and the Limits of Formal Schooling</td>
<td>1791</td>
</tr>
<tr>
<td></td>
<td>W. Norton Grubb and Marvin Lazerson</td>
<td></td>
</tr>
<tr>
<td>X.17</td>
<td>The Vocationalization of Secondary Education: The Relationships between Vocational and Technology Education</td>
<td>1805</td>
</tr>
<tr>
<td></td>
<td>Margarita Pavlova</td>
<td></td>
</tr>
<tr>
<td>X.18</td>
<td>Valuing Experience as well as Knowledge in Schools</td>
<td>1823</td>
</tr>
<tr>
<td></td>
<td>Ron Hansen</td>
<td></td>
</tr>
<tr>
<td>Section 11</td>
<td>Information and Communication Technologies (ICTs) in Vocational Education and Training</td>
<td></td>
</tr>
<tr>
<td>XI.1</td>
<td>Overview: The Growing Role of ICTs in Education and Training</td>
<td>1835</td>
</tr>
<tr>
<td></td>
<td>Maja Zarini, David N. Wilson, Naing Yee Mar and Tapio Varis</td>
<td></td>
</tr>
<tr>
<td>XI.2</td>
<td>The Pedagogical Framework for On-Line Learning</td>
<td>1847</td>
</tr>
<tr>
<td></td>
<td>Shyamal Majumdar</td>
<td></td>
</tr>
<tr>
<td>XI.3</td>
<td>A Short Method for Building Web-Based Teaching and Learning Systems: the CPSC Experience</td>
<td>1863</td>
</tr>
<tr>
<td></td>
<td>Myong Hee Kim and Man-Gon Park</td>
<td></td>
</tr>
<tr>
<td>XI.4</td>
<td>ICT Application in TVET</td>
<td>1879</td>
</tr>
<tr>
<td></td>
<td>Boris Kotsik, Natalia Tokareva, France Boutin and Chris Chinien</td>
<td></td>
</tr>
<tr>
<td>XI.5</td>
<td>Technology and Leadership in the Fourth Wave of Environmental Changes with Ubiquitous Technology</td>
<td>1895</td>
</tr>
<tr>
<td></td>
<td>Man-Gon Park</td>
<td></td>
</tr>
<tr>
<td>XI.6</td>
<td>Knowledge Workforce Development for Computer-Supported Collaborative Work Environments</td>
<td>1911</td>
</tr>
<tr>
<td></td>
<td>Man-Gon Park and Myong Hee Kim</td>
<td></td>
</tr>
<tr>
<td>XI.7</td>
<td>The Role of ICTs and TVET in Rural Development and Poverty Alleviation</td>
<td>1923</td>
</tr>
<tr>
<td></td>
<td>Chiranjib Kumar Basu and Shyamal Majumdar</td>
<td></td>
</tr>
</tbody>
</table>
XI.8 Switched on: International Approaches to Skills Development through ICTs .............................. 1935
Maja Zarini

XI.9 VOCED: The International Research Database on Vocational Education and Training .................................. 1947
Miriam Saunders and Radhika Naidu

XI.10 What are the Limits of ICTs and Media in the Delivery of TVET? An Australian Focus ..................... 1959
Peter Kearns

XI.11 Education System Profile: South Africa ........................................ 1971
Tracey Wallace

XI.12 Integrating TVET with Open and Distance Learning: Taking Skills Training to the Doorstep ......................... 1989
Vinay Swarup Mehrotra and Avant Kumar Sacheti

XI.13 Distance Education: The State of the Art in Career and Technical Education .................................... 2003
Christopher J. Zirkle

VOLUME 5

Part VII Learning for Life and Work: Bridging Academic and Vocational Education

Section 12 Participation in Formal Programmes of Learning and Skills Development
Rupert Maclean and Hendrik van der Pol

XII.1 Overview: Participation in Formal Programmes of Learning and Skills Development ........................................ 2025
Natalia Matveeva and Joachim Lapp

XII.2 Access to TVET for All: An Essential Basis for Education for All .......................................................... 2039
Phillip Hughes

XII.3 The Challenges of TVET Global Monitoring ......................... 2053
Manuel Cardoso
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>XII.4</td>
<td>Making Global Classifications of Types and Levels of TVET</td>
<td>2067</td>
</tr>
<tr>
<td></td>
<td>Andy Green, Moses O. Oketch and John Preston</td>
<td></td>
</tr>
<tr>
<td>XII.5</td>
<td>Trends and Issues in TVET across the Globe</td>
<td>2081</td>
</tr>
<tr>
<td></td>
<td>Moses O. Oketch, Andy Green and John Preston</td>
<td></td>
</tr>
<tr>
<td>XII.6</td>
<td>Statistical Overview of TVET across Educational Levels</td>
<td>2095</td>
</tr>
<tr>
<td></td>
<td>Manuel Cardoso</td>
<td></td>
</tr>
<tr>
<td>XII.7</td>
<td>The Ethics of TVET Policy and Practice: Issues of Access and Quality</td>
<td>2163</td>
</tr>
<tr>
<td></td>
<td>Richard G. Bagnall</td>
<td></td>
</tr>
<tr>
<td>XII.8</td>
<td>Special Needs Education and TVET: The Perspective from the United States</td>
<td>2177</td>
</tr>
<tr>
<td></td>
<td>Michael W. Harvey</td>
<td></td>
</tr>
<tr>
<td>Section 13</td>
<td>Education for the Changing Demands of Youth Employment</td>
<td></td>
</tr>
<tr>
<td>XIII.1</td>
<td>Overview: TVET for Youth</td>
<td>2197</td>
</tr>
<tr>
<td></td>
<td>Karen Plane</td>
<td></td>
</tr>
<tr>
<td>XIII.2</td>
<td>Skills Shortages, Over-Education and Unemployed Youth: An International Dilemma</td>
<td>2211</td>
</tr>
<tr>
<td></td>
<td>Kenneth Gray and Sang Hoon Bae</td>
<td></td>
</tr>
<tr>
<td>XIII.3</td>
<td>New Directions for High-School Career and Technical Education in the United States</td>
<td>2229</td>
</tr>
<tr>
<td></td>
<td>Richard L. Lynch</td>
<td></td>
</tr>
<tr>
<td>XIII.4</td>
<td>Occupations in Demand/Youth Employment</td>
<td>2247</td>
</tr>
<tr>
<td></td>
<td>Antoaneta Voikova</td>
<td></td>
</tr>
<tr>
<td>XIII.5</td>
<td>Pathways and Transitions from School to Work: Australian Experiences</td>
<td>2263</td>
</tr>
<tr>
<td></td>
<td>Annette Gough</td>
<td></td>
</tr>
<tr>
<td>XIII.6</td>
<td>School/Workplace Partnerships: A Case Study of Four Vocational Studies Programmes</td>
<td>2279</td>
</tr>
<tr>
<td></td>
<td>Marcelle Hardy and Louise Ménard</td>
<td></td>
</tr>
<tr>
<td>XIII.7</td>
<td>Vocationalized Secondary Education</td>
<td>2295</td>
</tr>
<tr>
<td></td>
<td>Jon Lauglo</td>
<td></td>
</tr>
</tbody>
</table>
XIII.8 Vocational Guidance and Career Counselling in the European Union: Origins and Recent Trends .......................... 2313
Frederic J. Company

XIII.9 ‘White-Collar’ Work or a ‘Technical’ Career? The Ambitions of Fiji Final-Year School Students .......................... 2329
Pam Nilan, Paula Cavu, Isimeli W. Tagicakiverata and Emily Hazelman

XIII.10 14–16 Year Olds Taking Vocational Courses in English Colleges: A Dumping Ground for the Disengaged or a Real Alternative? ............................................ 2343
Norman Lucas

XIII.11 Reconciling the Competing Policy Platforms in TVET? Promulgating ‘the 6Es Plus Education’ for Youth through Social Partnerships .......................... 2357
Karen Plane

Section 14 The Skills Debate in an Ageing Society
   Tom Karmel and Rupert Maclean

   XIV.1 Overview: TVET in an Ageing Society  .................... 2375
   Tom Karmel and Rupert Maclean

   XIV.2 Policy Framework on the Retraining for Reskilling of Older Workers through Specialized TVET Programmes ........... 2385
   Theodora Josue Tesoro Gayondato and Myong Hee Kim

   XIV.3 Reskilling for All? The Changing Role of TVET in the Ageing Societies of Developing Countries ......................... 2401
   Margarita Pavlova and Rupert Maclean

   XIV.4 The Changing Context of TVET for the Workforce in India ................................................................. 2417
   Jagmohan Singh Rajput

   XIV.5 The Reform of the TVET System in the Republic of Korea for an Ageing Society ........................................... 2431
   Hong-Geun Chang

   XIV.6 Will We Run Out of Young Men? Implications of the Ageing of the Population for the Trades in Australia ............... 2445
   Tom Karmel and Koon Ong
XIV.7 The Ageing Labour Force and the Retraining of Workers in the Republic of Korea ........................................ 2457
Jihee Choi

XIV.8 Technical Entrepreneurship Development for the Aged ...... 2469
Man-Gon Park and Suresh Kumar Dhameja

XIV.9 The Ageing TVET Workforce in Australia: Issues and Challenges .................................................. 2487
Hugh Guthrie and Phil Loveder

XIV.10 Working and Lifelong Learning among Older Workers (45+) in Japan: Implications for TVET ..................... 2499
Toshio Ohsako

VOLUME 6

Part VIII Lifelong Learning for Livelihoods and Citizenship

Section 15 Adult, Continuing and Lifelong Learning
Chris Chinien and Madhu Singh

XV.1 Overview: Adult Education for the Sustainability of Human Kind ......................................................... 2521
Chris Chinien and Madhu Singh

XV.2 The Emergence of ‘Workforce Development’: Definition, Conceptual Boundaries and Implications ............. 2537
Ronald L. Jacobs and Joshua D. Hawley

XV.3 The Challenge for ESD in TVET: Developing Core Sustainable Development Competencies and Collaborative Social Partnerships for Practice ........................................ 2553
Chris Chinien, France Boutin and Karen Plane

XV.4 Key Competencies: Overall Goals for Competence Development: An International and Interdisciplinary Perspective .............................................................. 2571
Dominique Simone Rychen

XV.5 Education and Training in the Context of Poverty Reduction . 2585
Bernd Overwien
<table>
<thead>
<tr>
<th>XV.6</th>
<th>Recognition, Validation and Accreditation of Non-Formal and Informal Learning and Experience: Results of an International Study</th>
<th>2597</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Madhu Singh</td>
<td></td>
</tr>
<tr>
<td>XV.7</td>
<td>Self-Directed Learning</td>
<td>2615</td>
</tr>
<tr>
<td></td>
<td>Stephen D. Brookfield</td>
<td></td>
</tr>
<tr>
<td>XV.8</td>
<td>New Learning Strategies and Learning Cultures in Companies</td>
<td>2629</td>
</tr>
<tr>
<td></td>
<td>Peter Dehnostel</td>
<td></td>
</tr>
<tr>
<td>XV.9</td>
<td>PLAR, Training and Efficient Labour Markets: The Canadian Experience</td>
<td>2647</td>
</tr>
<tr>
<td></td>
<td>Bill Empey and Christine Newton</td>
<td></td>
</tr>
<tr>
<td>XV.10</td>
<td>Transformative Learning Theory and TVET</td>
<td>2661</td>
</tr>
<tr>
<td></td>
<td>Karen Magro</td>
<td></td>
</tr>
<tr>
<td>XV.11</td>
<td>The Implications of Cognitive Style to Adult Distance Education</td>
<td>2679</td>
</tr>
<tr>
<td></td>
<td>Cindy Marie Isaak-Ploegman and Chris Chinien</td>
<td></td>
</tr>
<tr>
<td>XV.12</td>
<td>Competency, Meaningful Learning and Learning Styles in TVET</td>
<td>2697</td>
</tr>
<tr>
<td></td>
<td>Richard Gagnon</td>
<td></td>
</tr>
<tr>
<td>XV.13</td>
<td>Workplace Essential Skills in Policy and Practice: A Canadian Perspective</td>
<td>2713</td>
</tr>
<tr>
<td></td>
<td>Erik de Vries</td>
<td></td>
</tr>
<tr>
<td>XV.14</td>
<td>Adult Numeracy for Work and Life: Curriculum and Teaching Implications of Recent Research</td>
<td>2731</td>
</tr>
<tr>
<td></td>
<td>Gail FitzSimons and Diana Coben</td>
<td></td>
</tr>
<tr>
<td>XV.15</td>
<td>An Innovative System of Vocational Training in the German IT Sector</td>
<td>2747</td>
</tr>
<tr>
<td></td>
<td>Rita Meyer</td>
<td></td>
</tr>
<tr>
<td>Part IX</td>
<td>Assessment of Skills and Competencies</td>
<td></td>
</tr>
<tr>
<td>XV.16</td>
<td>Recognition, Certification, Accreditation and Quality Assurance in TVET</td>
<td>2763</td>
</tr>
<tr>
<td></td>
<td>Karina Veal</td>
<td></td>
</tr>
<tr>
<td>XVI.1</td>
<td>Overview: Competencies, Qualifications and Recognition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Karina Veal</td>
<td></td>
</tr>
</tbody>
</table>
XVI.2 The Certification of Competencies ............................... 2777
Danielle Colardyn

XVI.3 Modularization and Modular Delivery of TVET ............ 2793
John Stanwick

XVI.4 Diverse Approaches to the Recognition of Competencies .... 2811
Danielle Colardyn

XVI.5 How Do We Measure Up? Benchmarking the WorldSkills Competition ................................................................. 2827
David Hoey

XVI.6 Validation of Educational Programmes: Comparing Models and Best Practices ................................................................. 2841
Grazia Scoppio

XVI.7 Regional Accreditation and Certification of TVET Institutions ................................................................. 2853
Ligaya Valmonte and Man-Gon Park

XVI.8 National Qualifications Frameworks: An Analytical Overview ................................................................. 2867
Michael F.D. Young

XVI.9 Developing a National System of Vocational Qualifications ... 2881
John Hart

XVI.10 National Qualifications Frameworks in Africa ....................... 2899
Bonaventure W. Kerre and Astrid Hollander

XVI.11 Implementing National Qualifications Frameworks: Problems and Possibilities ................................................................. 2917
Michael F.D. Young

XVI.12 Labour Mobility and Mutual Recognition of Skills and Qualifications: The European Union and Australia/New Zealand ................................................................. 2935
Chandra Shah and Michael Long

XVI.13 Quality Assurance in TVET in Romania .......................... 2953
Magdalena Balica

Author Index ........................................................................... 2971

Subject Index ........................................................................... 3003