KEYNOTE PRESENTATIONS

Opening Ceremony

UNESCO International Experts Meeting

Bonn, 25 October 2004
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Dr Kim is President of the Korea Research Institute of Vocational Education and Training as well as President of the Institute of Business and Economic Research at Sookmyung Women's University, and the Korea Labour Economic Association. He is a Commission Member at the Korean Tripartite Commission, and the National Labour Relations Commission, as well as a Member of the Minimum Wage Council.

Dr Kim has written academic papers and books on topics including Labour Economics, Human Resource Development, Economic Crisis and Labour Market Policy, and New Production Methods and Employment.

Dr Kim has a Ph.D. and MA from Northwestern University and a BA from Korea University. Dr Kim’s major fields are Labour Economics, Economic Development, and Human Resource Development.

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"From Seoul to Bonn"

*by Jang-Ho Kim*

Ms Bulmahn, German Federal Minister of Education and Research,
Mr Matsuura, Director General of UNESCO,
Excellencies,
Distinguished delegates,
Ladies and gentlemen,

It is my great pleasure to speak to you, on behalf of the Korea Research Institute for Vocational Education and Training, and on my own behalf, at this UNESCO International Experts Meeting on Technical and Vocational Education and Training, five years after the Second International Congress on Technical and Vocational Education in Seoul.

As Mr Matsuura said: Five years ago, UNESCO convened the Second International Congress on Technical and Vocational education in Seoul in close collaboration with the Government of the Republic of Korea. The Seoul Congress had the theme 'Lifelong Learning and Training: A Bridge to the Future'. It brought together more than 700 participants from 130 countries including forty Ministers.

The Seoul meeting clearly established the realisation that growing economic globalisation, the Information-based economy, and new technologies require a flexible and well-qualified labour market, one with rich and diverse skills that are continuously updated and developed throughout life.

Discussions were held in Seoul in 1999 on how the field of TVET should adapt in order to meet the challenges of the world of work at the turn of the millennium. Themes included: The changing demands of the twenty-first century; Improving systems providing education and training throughout life; Innovating the education
and training process; Technical and vocational education for all; the Changing role of government and other stakeholders in TVET; and, Enhancing international co-operation in TVET.

As we all know, the Seoul Congress produced a set of recommendations that would help member states establish new TVET policies and practices to better prepare their young people and adults for the world of work. The recommendations made at the same meeting centre around the above six main themes. For each main theme, numerous practical and useful recommendations have been made with regard to how to improve TVET policies and practices.

I believe this meeting to be very timely and important in checking the progress of countries in terms of the TVET policy reforms according to the Seoul Congress recommendations made five years ago.

It is noted that the majority of Member States expect TVET to prepare their workforce for the future. We will have sessions to share good and innovative practices in TVET of selected countries and will draw some lessons from other Member State’s experiences to improve systems of TVET in each of our own countries.

I would like to take a couple of minutes to share with you what we have done to improve TVET in Korea during the past five years. The Korean government developed a skills development strategy within the context of an overall national development plan. The Ministerial Commission on HRD, which consists of 14 ministers, was established in 2000 as a coordinating body to look after overall government policies related to human resources development which includes TVET. Under this scheme TVET systems have been planned and managed in a more coordinated manner.

Access to TVET has been facilitated through the use of Information and Communication Technology. As a country with over two thirds of its population having access to the Internet, the government provides financial and administrative support for people to undertake e-Learning programmes so that everyone can receive training anytime, anywhere.

International cooperation in TVET also needs to be addressed. In 2000, KRIVET, which for many years has been an active member of the important world-wide Network of UNEVOC Centres, was designated as a UNESCO Regional Centre of Excellence in TVET. To fulfil this role, KRIVET is always endeavouring to develop new and effective initiatives to foster the development of TVET in the Asia-Pacific region.

The bi-annual training programme for leaders and experts in the fields of TVET and HRD is one initiative that was launched in 2002 by KRIVET. Through lectures, discussion sessions and site visits, the training programmes provide opportunities for participants to exchange ideas, information and experiences, and to learn from Korea’s experience of developing TVET and HRD. After six successful training programmes, KRIVET has provided training for a total of 66 experts and leaders from 26 different countries.

As KRIVET continues its endeavours to provide quality training opportunities for experts and leaders from around the Asia-Pacific region, I beg all of you to please take interest in our activities and to help us further improve our programmes.

Madame Minister and Mr Director-General,
Ladies and gentlemen,

Before we go into the main discussion, I would like to take time to think about the current issues on the future of work and TVET. I believe this will provide us with a good context to understand the main theme of this meeting, which is “Learning for Work, Citizenship and Sustainability”.

We have experienced unprecedented technological advances in the last several decades, and the pace of change will almost certainly continue for the next decade or more. The practical implications of further technical advances will include greater processing speed, higher storage capacity, and a wide array of applications.
Other technologies such as biotechnology and nanotechnology are expected to have profound consequences for the economy in the next several decades. In the near future, progress in biotechnology is expected to generate medical advances that will further extend life expectancy and improve the quality of life. Nanotechnology – manipulation of matters at the atomic scale – could afford even more drastic revolutions in products, services, and quality of life over the next half-century.

The rapid pace of technological change is expected to continue to propel demand for highly skilled workers who can develop new technologies, bring them to the market, and exploit the new technologies in the production of goods and services. Shifts in organisational forms and the nature of employment relationships, brought about by new technologies and global competition, also favour such high-level cognitive skills as abstract reasoning, problem-solving, communication, and collaboration, attributes associated with so-called “knowledge work.”

At the same time, technology has great potential to support the education and training of the workforce prior to labour market entry, and as a part of lifelong learning. Technology mediated learning – the use of computers and other information technologies as an integral part of the learning process – is gaining ground through such applications as computer-based instruction, Internet-based instruction, and other methods of customised learning. Information technology potentially allows access to instructional materials any time, any place.

Economic globalisation is expected to continue in the decades ahead. Technological advances and other changes stemming from the globalisation of economies around the world are now changing the way production is structured, pushing firms toward vertical disintegration and specialisation, and decentralised decision making. Within these new paradigms of specialised and decentralised firms, in coming decades employers will require a workforce with well developed analytical, communication and collaboration skills. Also, the constantly changing workplace of the future requires continuous, lifelong learning.

The objective of this meeting in Bonn is twofold. First, we will assess the progress of Member States with respect to their TVET policy reforms that benefited from the Seoul Congress recommendations. Second, we will share specific strategies we can adopt to achieve sustainable development, and improve the effectiveness of the link between TVET for sustainable development.

The assessment of the Seoul Congress outcomes will be addressed, focusing on the following four key themes: “Policy, planning and management of TVET systems”; “Access to TVET”; “Relevance and quality of TVET programmes”; and, “monitoring progress in TVET”.

For the first theme, “Policy, planning and management of TVET systems”, we will address policy reform efforts to improve the TVET system at the macro level, such as with regard to planning and management.

With regard to the second theme, “Access to TVET”, we will share the experiences and best practices of Member States on ways to improve access to TVET for marginalised groups, such as women, the unemployed, disadvantaged youth, rural populations and the disabled.

For the theme of “Relevance and quality of TVET programs”, we will listen to and give comments on the various practices that have been adopted to increase the relevance of TVET programmes. Issues discussed for this theme will include, but will not be limited to, such broad issues as the partnership between training providers and industry, integrating and diversifying TVET curriculum in view of the changing demand of society, teacher training for TVET, and the topic of vocational and employment guidance.

Also, with regard to “Monitoring progress in TVET”, we will address measurement issues on how to identity and monitor the degree of progress each country has made in the field of TVET. In the era of globalisation, setting up internationally sharable standards to monitor progress in TVET is a very meaningful process.

Finally, we will share deliberations on how TVET can contribute to achieving our common goal of sustainable development, given the different context each country faces.

Sustainability, as discussed in the article prepared by the UNESCO-UNEVOC International Centre for this meeting, has three dimensions: economic, environmental and social dimensions. Therefore, the achievement of sustainable development through TVET should be also considered along these three dimensions. The
deliberations shared in this meeting will contribute to setting the standards for the UN Decade of Education for Sustainable Development, which commences in 2005.

I expect this important and potentially influential meeting will shed light on the future prospects and trends of TVET, thereby providing us with lessons on what we really need to focus on for the next decade. Also, I expect that the lessons, experiences and recommendations shared in this meeting will play a very important role for the member countries of UNESCO in setting up workable plans to improve and reform their TVET systems and finally achieve sustainable development. I am sure that we will be able to gain some significant insights from your active participation in this conference.

I would like to take this opportunity to publicly thank UNESCO and the Government of Germany for the excellent arrangements that have been made and the warm welcome we received. I also thank you all for contributing your time, knowledge and experiences in this important event. With the participation of the most renowned experts in the field, I am sure that this meeting will turn out some valuable results.

I hope the next four days will offer you guidance in further enhancing our efforts to placing TVET at the heart of education for sustainable development throughout the world. Let us strive for progress.

Thank you very much for your kind attention.
Lourdes R Quisumbing  
President UNESCO-Asia Pacific Network for International Education and Values Education (APNIEVE)

Dr Quisumbing is currently the Chairperson, Board of Trustees and also Professor Emeritus Miriam College, Quezon City, Philippines. For nearly four years she was a cabinet member in the Philippine Government, with the position of Secretary of Education, Culture and Sports. She has also held the post of Secretary-General of the UNESCO National Commission of the Philippines and is a past Member of the UNESCO Executive Board, Paris.

Dr Quisumbing’s professional expertise cannot be limited to a single focus, having conducted extensive research in the Social Sciences and having taught a variety of subjects in a spectrum of disciplines in the behavioural sciences: education, anthropology, psychology, sociology, philosophy and history, guidance and counselling. Recent major papers have included "Educating Children for a Culture of Peace", "Learning to Live Together Towards a Culture of Peace", and "A Holistic Approach to Quality Education".

Dr Quisumbing has earned Doctorate, Master’s and Bachelor’s degrees in Education. She has been granted four honorary doctorates in recognition of her contributions to family life, women’s studies and values education.

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"Education for the World of Work and Citizenship: Towards Sustainable Future Societies"

by Lourdes R. Quisumbing

Introduction

It is a great honour and privilege for me to be invited to address this body of experts gathered in Bonn to reflect on how technical and vocational education has fared, five years after the Second International Congress on Technical and Vocational Education held in Seoul in 1999. I am here today not as one especially knowledgeable in the field of TVE, but as a lifetime learner and an eager student during the turning point of its history. As an educator, I had only a limited experience in TVE, but my exposure to the various specialised areas and levels of the formal educational system, plus my subsequent involvement with UNESCO and UNEVOC, have led me to realise that while education is a key to any development strategy, TVE is the master key that can transform the world of work and the economy, alleviate poverty, save the environment, and improve the quality of life. As students are being prepared to become efficient, skilful and competent workers, they can at the same time be educated to become productive and responsible citizens, the creators of better tomorrows, of sustainable future societies.

Of course, this presupposes a quality TVE, which is relevant and accessible to each and everyone who seeks it and can profit from it, regardless of background, gender, social class, nationality or religion.
A paradigm shift is taking place in TVE. Its philosophy, vision and mission, goals and objectives, policies and practices, content and methodologies are undergoing transformation. Its new and enhanced vision is leading to an expanded and strategic role in the 21st century, an era of rapid change and dramatic revolutions, of globalisation and democratisation, of breakthroughs and breakdowns, never before experienced by humankind. The resulting challenges in education in general, and in TVE in particular, are tremendous and overwhelming. We are called upon to meet these challenges not just for our sakes but especially for the survival and progress of future generations.

I. The Present Global Scenario: Challenges for TVET

We are witnessing breakthroughs in almost every field of human endeavour: in science and technology, in industry, transportation and business, in information and communication – yet, never before have we seen human suffering in such a magnitude – injustice, inequity, poverty and such sophisticated forms of violence, torture and war, daily occurrence of terrorism, ethnic conflict and genocide, resulting from intolerance and discrimination, escalating degradation of the environment, destruction of all life species, threats to the planet Earth – the breakdown of human, ethical and spiritual values, the crisis of confidence, and the loss of hope.

Only four years after the UN Proclamation of 2000 as the International Year of the Culture of Peace, we live in an Age of Terror, in fear and insecurity, and we have embraced instead a culture of Greed and Corruption. Nature itself is sending us alarm signals: devastating floods, landslides, global warming, forest fires and drought, air and water pollution, not to mention the pollution of minds and hearts of the youth by the irresponsible use of information and communication technologies (ICTs).

At the 2002 World Summit on Sustainable Development in South Africa, two major approaches were identified as those leading to global catastrophe: Poverty and the Degradation of the Environment, both brought about by our own making – our materialistic and consumeristic values and behaviour, our egotistic lifestyles, our irresponsible patterns of production and consumption, causing the Earth’s finite resources to be exploited to satisfy the wants and whims of a few at the expense of the needs of the many.

A major shift in our personal and educational paradigms, a massive attitudinal and behavioural change, a re-education of our ways of thinking, feeling and acting is called for. We need to educate towards a globalisation that humanises, instead of one that marginalises; an Information and Communication Technology that bridges gaps, and unites instead of divides; a Scientific Humanism that chooses humanistic technologies which improve the quality of life for all. We must exert all our efforts to work together to transform our culture of war, violence and death to a culture of peace and tolerance, non-violence, and respect for life. We must safeguard the rights of future generations to a sound and secure, just and free, peaceful and human world order, where people learn to know and understand each other, to work and to live together in peace and harmony.

There is a feeling of dissatisfaction with the way we have educated our youth in the formal school system. There is a frenzy to modernise our schools to become computerised learning systems. We are feeding our students with knowledge and information, to the extent of overloading their minds with more and more data than they can understand, interpret, or much less appreciate. We have enabled them to acquire skills to make them think more exactly and analytically, perform tasks mechanically and efficiently, but not necessarily effectively. We have taught them to be more ambitious and progressive, calculating, materialistic and selfish, but we have not developed their capacity to care for something or someone beyond themselves. We have stymied their ability to care and to share. We make sure that they are informed, but not equally inspired or motivated to stand for what is right and just.

Awareness of the responsibility that falls on educational systems to develop the human potential towards the building of a more humane and just society, should shock us into questioning our educational philosophies and strategies, and into searching for new and better ways to educate in the context of present-day realities and future scenarios and challenges; to transform the culture of war and violence, of greed and selfishness into a culture of peace and love where true human development can occur. Yes, we must educate for peace and tolerance, for human rights and democracy, for responsible citizens who know their rights as well as obligations, for a sustainable future. We must learn how to live together in peace and in harmony in this our one world, as in a global village where people know, understand, and care for one another.
We have to realise that modern-day education has become too specialised, compartmentalised and fragmented. We have not developed all the powers and faculties of the human person. We have tried to educate the mind but failed to educate the emotions and the will. Overemphasis on knowledge and skills has led to the neglect of values and attitudes. The product of our educational system is an informed, knowledgeable and competent professional who may not be mature or emotionally stable, an intelligent and informed individual, a financial wizard who may turn out to be corrupt or ruthless, a skilled and competent technician but not necessarily an honest or responsible member of the workforce.


The Preamble of the Recommendations to the Director General of UNESCO states that in the light of the emerging challenges of the 21st century, an era of rapid changes in knowledge, information and communication, science and technology, industrialisation and globalisation, “a new paradigm towards a human-centred development” is imperative, if TVET is to play “a crucial role as an effective tool to realise the objectives of a culture of peace, environmentally sound and sustainable development, social cohesion and international citizenship.” This statement is a clear manifestation of TVET's need and desire for the formation of that set of values, attitudes, modes of behaviour, and ways of life that lead to a culture of peace.

There is no doubt that the development of skills and knowledge are not sufficient for achieving a lasting culture of peace and sustainable, human-centred development. Information, knowledge and work must be imbued with meaning and significance, in order for an ethical stance and a genuine commitment to human well-being to be developed. This is where the role of values and ethics must be central to any programme of technical and vocational education and training.

Theme 1 of the Recommendations of the 1999 Seoul Conference states “TVE systems must adapt to its rapidly changing demands of globalization and of knowledge-based societies.” Yet history tells us that many of the world’s problems are due not to the lack of knowledge but to inappropriate skills, values and attitudes. It is important to note that Theme 1 underscores the need for a human-centred development paradigm which considers a culture of peace and sustainable development as its central features. It advocates “that values and attitudes, policies and practices of TVE must henceforth be founded on this paradigm, encompassing inclusiveness and wider access, a shift to human development needs and effective participation in the world of work, with focus on the needs and potentials of the individual in society.”

That our knowledge-based society must be values-centred, anchored on the respect for life, human dignity, the plurality and diversity of societies and cultures, human labour and work as a source of self-actualisation and self-fulfilment, as well as the power that fuels all economic and social development, cannot be emphasised enough. TVET must include values education in its new modalities of education and training. It must focus on the needs and potentials of the individual in society. This necessitates a holistic and integrated approach to education and development, the aim of which, to quote Delors, is “the complete fulfilment of the individual in all the richness of the human personality, the complexity of the human powers of expression and commitment – as individual, as member of a family, community, as citizen, producer, inventor of techniques and creative dreamer.”

A holistic and integrated human resource development programme for TVET aims to prepare the individual to become a responsible, free and mature person, equipped not only with the appropriate skills and know-how of the latest technologies, but also with deep human and spiritual values and attitudes – a sense of self-worth, self-esteem and dignity; an ability to work by oneself and with others in teams, with integrity and honour, with honesty, punctuality and responsibility; to adapt to varying situations; to know and understand problems and issues; to work out solutions creatively; to resolve conflicts peacefully; to have a good grasp of the reality of the world, of oneself and of others; to possess some general knowledge with specialisation in some field or area of work; and to acquire the ability to continue learning and pursue lifelong education in a learning society.
Section 1.4 of Theme 1 underscores the importance of imparting human values and standards for responsible citizenship, alongside with the development of generic competencies, the work ethic, technological and entrepreneurial skills. Again, this underscores the importance of citizenship education in a globalised world as an essential element in TVE. Today's citizenship education should be founded on a multidimensional model, taking into consideration the personal, social, spatial and temporal dimensions of citizenship. Its contents includes three areas: civic education, the building of a knowledge base for civic beliefs and skills for civic participation; values education to provide the foundation for civic values and attitudes; and environmental education, the process of developing understanding, skills and values for sustainable development. To these three, I would strongly advocate work education as the fourth component of citizenship education, without which the citizen will not be able to make his maximum contribution to society. For in the words of a famous poet, Kahlil Gibran, all knowledge is vain save there is work, just as all work is empty save where there is love.

All these recommendations manifest TVET's clear recognition of the role and importance of values and attitudes, as a necessary component of a holistic and integrated education, based on the synergy among the 4 pillars of education, imperative for the citizen of tomorrow, a multi-dimensional type of citizen who has allegiance to a country and a commitment to the world.

For TVET to adapt its programmes to this new human-centred development paradigm, it must embrace a holistic approach to education which aims at the development of the worker, the technician, the entrepreneur, the professional, which does not neglect the education of the human person, the citizen of the nation state and of the global community.

Furthermore, the first UNESCO and ILO Recommendations, Education and Training for the Twenty-first Century, cites that among the objectives of technical and vocational education in relation to the educational process, the needs and aspirations of individuals must be taken into account. Thus, technical and vocational education should

a) "permit the harmonious development of personality and character and foster spiritual and human values, the capacity for understanding, judgment, critical thinking and self-expression,
b) prepare the individual for lifelong learning by developing the necessary mental tools, technical and entrepreneurial skills and attitudes,
c) develop capacities for decision-making and the qualities necessary for active and intelligent participation, teamwork and leadership at work and in the community as a whole."

Quality TVE educates students for responsible citizenship and sustainable development as it prepares the young learner for an occupation in the field of work. Traditional barriers and distinctions between TVE and general education are gradually disappearing. The world of work, citizenship and sustainable development are intertwined and interconnected.

Given the need for new relationships between education, the world of work and the community, TVE should operate as an integral part of lifelong education adapted to the needs of each particular community and at the same time keeping abreast with technological global development. To this end, UNESCO and ILO recommended in 2001 the abolition of barriers between levels and areas of education, between education and the world of work, and between school and society (UNESCO-ILO Revised Recommendation, 2001).

At this point, it is important to pause and reflect on the question: What is quality TVE?

We need a redefinition of educational quality which goes beyond cognitive learning, where achievements are measured not just by test scores but by innovative evaluative techniques that include the values and attitudinal dimensions of work. We need a new vision of quality education that does not stop at academic excellence and productivity, but goes further into moral excellence and a service-orientation, that considers the total wellbeing of the learner in a safe and healthy environment. Quality TVE is learner-centred and socially oriented. It aims at the total development of the learner and the creation of a better future, of environmentally sound sustainable societies.
Quality education refers to the lifelong process and to the teaching-learning outcomes which take place in a learning society, in and out of the classroom, formal and non-formal; meeting standards of excellence, relevance and equality of opportunity for all, aiming to discover and develop the innate potentials of the individual to bring about the full flowering of his/her multi-faceted personality, the total development of the human person, the formation of the citizen of the nation and of the world so as to be of service to others for the improvement of the quality of life and sustainable future societies.

A sustainable future society is our dream, our vision of a preferred future, better tomorrows for our children and all generations to come. It consists of a planet Earth which is sustainable, the provision of basic food, shelter and health care for all, the presence of social justice, respect and appreciation of diversity, participatory democracy and caring and compassionate relationships that lead to peace. This view is put forward in *Educating World Citizens* by Jack Campbell, Nick Balkaloff and Colin Power.

We know that Sustainable Development is an evolving concept. It emerged in the 1980's as a response to the growing realisation of the need to balance economic and social progress with concern for the environment, advocating for a just and responsible stewardship of nature's resources (*Our Common Future*, World Commission on Environment and Development, 1987). It was defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable Development was the key item on the agenda of the Earth Summit (Rio Conference, 1992) leading to a global action plan, Agenda 21, designed to conserve, protect and restore the health and integrity of the Earth's ecosphere.

Unfortunately, concepts and action plans are not sufficient to bring about genuine concern and commitment that lead to action. The role of values education for sustainable development is crucial. Sustainable development is best understood as a continuing and holistic process of change that takes place within the local context, needs and priorities, involving the cooperation of the entire community. While the issue of the carrying capacity of the Earth vis-à-vis the demands of a fast growing population is urgent and imperative, it is just as important and crucial to develop and expand the caring capacity of humankind for compassion and to embrace the wisdom of simple and less selfish lifestyles.

II  
A new paradigm for the twenty-first century

Lifelong education in a learning society

The concept of education throughout life, with all its advantages in terms of flexibility, diversity and availability at different times and in different places, is clearly an educational paradigm to be considered for the new century. It constitutes a continuous process of forming whole human beings, enabling people to develop awareness of themselves and of their environment and encouraging them to play their social role at work and in the community (Jacques Delors, 1996).

Learning throughout life is referred to by the Delors Commission of UNESCO as the “heartbeat of society,” a major key in meeting the challenges of a rapidly changing world. The Commission discussed the need to advance this concept towards a learning society. In truth, the world is our classroom. Learning takes place not only within the walls of the classroom during specific periods of time, not only in the school campus during one's student days, but anywhere and everywhere when one is sensitive and alert to "teachable moments." The opportunities in our modern media, learning provisions in the world of work, cultural and leisure activities, civic and community affiliations are almost limitless. This, of course, emphasises the need for a healthy learning environment for our youth, conducive to their development into responsible and caring citizens, with our guidance and support.

The Delors Commission states that the only way for the individual to cope with the ever-increasing demands, tensions and changes in society is to learn 'how to learn'. This is crucial to provide ‘-citizens with tools to deal with new situations that will arise in their personal and social lives. Another requirement is a better understanding of other people and of the world at large, mutual respect and tolerance of diversity, peaceful and harmonious relationships. Thus, one of the four pillars or foundations of citizenship education should be learning to live together, the other three being, learning to know, learning to do and learning to be.
A Holistic and Integrated Approach to Teaching and Learning

Quality TVE requires a holistic and integrated approach to the teaching and learning process in the classroom and other educational settings. This total approach focuses on the holistic development of the individual's faculties and capacities as a human person and as a member of society. It seeks to embrace the totality of the human person, develop intellectual, emotional and volitional powers and faculties, educate the mind, heart and will, respecting the sacredness, the intrinsic worth and uniqueness of each individual, to become free and responsible, critical and creative, peaceful and compassionate workers and citizens of a multi-diverse, multi-ethnic, multi-cultural world.

There is no time today to discuss a new holistic and integrated approach to teaching and learning which could be used for classroom use and in non-formal settings. It must suffice here to say that I believe that powerful outcomes can be achieved through an educational process that focuses on knowing, understanding, valuing and acting. The following diagram illustrates some integrated learning outcomes.

What are the core and related values needed in education for the world of work, citizenship and sustainable development? What can motivate the learner to become skilful and competent workers, productive and responsible citizens who, as individual human persons and as members of their societies and of the world, can help build sustainable futures?
A Call for Innovation and Reform in TVE Policy and Practice

Major shifts in educational paradigms and approaches must be accompanied by corresponding changes and reforms in our educational system, in TVE policies, practices, and strategies, such as:

1. Learner-centred and learning-oriented curriculum
   a) change in the role of the teacher as sole purveyor of knowledge to facilitator and motivator of learning;
   b) from rigid selection of students based on single and fixed criteria to more open and flexible standards taking into account the learner's multiple intelligences, aptitudes and interests; and,
   c) from prescribed methodology to more flexible teaching styles that respect the uniqueness of the learners' intelligences, motivations, needs and situations.

2. Contextualised learning
   a) from pre-organised subject matter to contextualised themes, relevant and appropriate to the society and culture;
   b) from knowledge limited to the local scene to globalised knowledge, values, attitudes and skills interfaced with local wisdom;
   c) from traditional methodologies to more modern strategies of teaching and learning with the freedom to use mixed modes of instruction and more interactive technology; and,
   d) from rigid subject matter boundaries to more interdisciplinary and multidisciplinary approaches to problems and issues.

3. Holistic and innovative methods of assessing educational outcomes
   a) revising the scope and content of assessment of learning outcomes for greater relevance;
   b) designing qualitative and quantitative methods of assessment of performance according to objectives; and,
   c) developing more diversified and creative forms of assessment that can be applied to such categories as civic values and attitudes, rights and obligations in the workplace, etc.

Conclusion

All this calls for bold innovations in TVE educational philosophy and practice. Instead of a rigid and compartmentalised knowledge-based and skills-oriented curriculum, we need a more holistic view of education which aims at the development of the faculties and powers of the whole person – cognitive, affective, emotional, aesthetic, volitional and behavioural. Quality TVE needs a teaching-learning approach which does not stop at knowledge and information nor at developing skills and competence, but proceeds to understanding and gaining insights, educates the heart and the emotions and develops the ability to choose freely and to value, to make decisions and to translate knowledge and values into action.

The heart of education is the education of the heart. Values education is a necessary component of a holistic work education and citizenship education.

By values education we do not mean merely teaching about values, but rather learning how to value, how to bring knowledge into the deeper level of understanding and insights; into the affective realm of our feelings and emotions, our cherished choices and priorities into loving and appreciating, and how to internalise and translate these into our behaviour. Truly, values education is a holistic process and a total learning experience.

Indeed, it is time for decision-makers and practitioners in the field of TVE to lead in the total effort of designing and implementing new and more effective ways of preparing our future workers, citizens and leaders to lead in the creation of better societies, the transformation of our present culture of violence and greed into a culture of peace and non-violence.
Our priority task is to translate the valuable learnings and insights, as well as recommendations of this meeting and of previous ones, into planning and development of curricula, in designing concrete but flexible programmes, courses, subjects, and activities, so that the technical and vocational school can fulfil its mission in this diverse, multi-cultural world, educating youth for the world of work, for a citizenship that possesses the knowledge, values and action competencies needed to create a better and more human world for themselves and the future generations, a culture of peace, justice and love.

The final challenge is how to bring these paradigms and approaches, concepts and values to each and every technical and vocational school, indeed to every place of education, formal and non-formal, and to each and every place of work, as well as to all sectors of society and culture.

REFERENCES


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Mr. Sanner joined Mercedes Benz Corporation in 1969 and started his career as a commercial training expert ("Dual Vocational System"). Later on he held the posts of Senior Manager Education, Training and Organisational Development Mercedes-Benz Sales Organisation Germany as well as Senior Manager Human Resources Passenger Cars Development.

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"Corporate Responsibility for Sustainable Development"

*by Albrecht Sanner*

1. Corporate Social Responsibility – is that really a new issue?

No and Yes

For the "No" let us have a look back for some 120 years. In Germany this time was called the "time of the founders", corresponding to the industrial mechanisation. Many founders – we can call them "pioneers" – led their companies like families; the employees were family members with some adequate attributes like company flats, Kindergardens or social security. But there was also a clear family structure. The owner was the father and the family had to follow his instructions. Nevertheless – in his town, in his region he practised social responsibility. Sustainability (of the company) was guaranteed by sons and daughters (mostly sons) who were the pioneers' natural successors.

Successful companies grew up, some of them are still existing in the fifth or sixth generation; some successors failed, some lost their interest in leading the company, some sold or founded a stock company. The pioneers retired, the "manager" was born; with defined responsibility for his department – not more. The formerly practised Social Responsibility did not keep pace with the expansion of the company; the family spirit got lost and some typical attributes too; in French (and other) languages the stock company is called "Société Anonyme". That may describe with two words what happened to the spirit of the company.

In this anonymity the feeling for entirety and context had no place, was not requested and no one was paid for it. Many examples of environmental incidents, of unacceptable working conditions including child work, of wasting natural resources and of violating human rights bear witness of the dark side of this development.

And thus we are coming to the "Yes":

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Corporate Social Responsibility with this background and in today’s definition is new. It is new because it is the brother of globalisation – or, to complete it – Globalisation, Corporate Social Responsibility and Corporate Citizens are siblings in a world network with limited resources (which was not seen 120 years ago).

2. Why is Corporate Social Responsibility important?

Companies – “Global Players” – which are doing business in this world are part of it. If they want it or not – they are Corporate Citizens. Today we have the insight that – in the long run – a company can only exist if it is a good Corporate Citizen, recognising the social impact of its business, recognising the environmental impact of its business.

That is one reason – probably the most important one – why DaimlerChrysler immediately signed the “Global Compact”, and agreed to the ”Principles of Social Responsibility” with our World Employee Committee and is working with lots of projects concerning environmental and social development.

As a Corporate Citizen – as part of our communities as well as a citizen of this world – we are very sure that there is no way out of the interdependencies between the company and its worldwide surroundings. But – beyond brochures and speeches – how to begin and where to begin to lever this awareness within our workforce? The answer seems to be easy: As soon as possible in our own vocational training – with our future workforce – worldwide. Vocational education and training for us means not only to “deliver” skilled people to manufacturing sites. It means to educate and train for employability – including social awareness.

“Social learning” is an integrated part of our vocational training worldwide. And – as we are practising this since many years – it is part of our educational culture. Social learning takes place in internal courses but also – more and more – in projects in cities and countries where we are maintaining training centres. So – for example (that is my most favourite example), the apprentices of DaimlerChrysler Thailand will plan and build up a public school during their “social learning courses”. And this year, it will be the ninth school so far because they have built one public school per year in the poorest landscapes of Thailand for eight years.

3. Conclusion (our findings)

a) Without profit social engagement is not possible. Without social engagement profit in the long run is nothing because a company will not be accepted as a good Corporate Citizen.

b) Corporate Social Responsibility is a prerequisite for Sustainable Development (as described in the “TVET and the Triple-Bottom-Line-Paper of UNESCO-UNEVOC”).

c) The mindset for Sustainability can only be successfully developed if there is a basis in the culture of a company. The respective culture can only be developed in a sense of Sustainability. That is a cycle or better – a symbiosis – between both. This needs time, perseverance and continuity!

d) It is not always necessary to create big programmes. It is more important to have someone who takes the initiative and who has access to an efficient network. So he “only” has to connect the needs and the resources. So, e.g., as we did in Afghanistan where people are trained in mechanics by the skilled people of the German military.

e) Education for Social Responsibility and Sustainability should begin as early as possible, not only in TVET but already in school. Young people / students are open for this, as we could see recently at the Mondialogo Symposium in Barcelona.

Thank you for listening.