



UNESCO-UNEVOC Bulletin

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

Inauguration of the Centre

By Rupert Maclean, Director

'I hope that the UNESCO-UNEVOC International Centre in Bonn will help to create a world where food for all, health for all and work for all can be taken for granted because education for all has been achieved.'



Sir John Daniel, Assistant Director-General of UNESCO holding a speech at the inauguration of the UNESCO-UNEVOC International Centre

With these words, Sir John Daniel, Assistant Director General for Education, UNESCO Headquarters in Paris, officially launched the UNESCO-UNEVOC International Centre on Monday, 8 April 2002.

Almost 100 people participated in the Inauguration of the Centre including members of the Diplomatic Corps, local and federal politicians, representatives of United Nations organisations in Bonn and further afield, representatives of the German Government, employer groups and trade unions, representatives of the international donor community, and colleagues from UNESCO Paris and the UNESCO Institutes in Moscow, Hamburg and Paris.

Speakers at the ceremony were Mrs. Veronica Pahl, Director-General, Ger-

man Federal Ministry of Education and Research; Mrs. Bärbel Dieckmann, the Lady Mayor of the City of Bonn; Dr Michael Hofmann, Director-General, German Federal Ministry of Economic Cooperation and Development; Sir John Daniel, Assistant Director-General, UNESCO Paris; Mr. Pekka Aro, Director, International Labour Organisation; and Professor Dr. Klaus Hübner, President of the German Commission for UNESCO.

Speakers referred to the fact that technical and vocational education and training has been identified by UNESCO Member States as a priority area within UNESCO's range of programme activities. They noted that this is to be expected since there is overwhelming evidence to demonstrate that TVET can play an essential role in promoting sustainable human development and economic growth, with clear benefits for individuals, their families, local communities and societies in general.

Improving education for the world of work can help increase the real incomes of workers in both the formal and informal sectors of the labour market, provide citizens with more choices in their working lives, help alleviate poverty, and empower individuals who would otherwise be marginalized.

In addition, work is a fundamental part of most people's lives, not just to provide an income, but also to help define their individual and social status and identity.

The aim of the UNESCO-UNEVOC International Centre is to assist Member States achieve high quality, relevant

and cost effective technical and vocational education and training for all. As such the Centre is part of the worldwide effort to achieve Education for All.

During the ceremony congratulatory comments on the inauguration of the Centre from partners around the world were presented through a video/audio presentation.

At the end of the various speeches, the official launch of the UNESCO-UNEVOC International Centre symbolically involved the pressing of buttons to send out email messages, worldwide, announcing the launch of the Centre. These messages were sent to



Assistant Director-General of UNESCO (right) sending off inauguration messages worldwide, together with the Director of the InFocus Programme on Skills, Knowledge and Employability at the ILO (left) and the President of the German Commission for UNESCO (middle)

UNESCO Institutes, Centres and Field Offices; to National Commissions for UNESCO and Permanent Delegations to UNESCO; to partners in international, governmental and non-governmental agencies; and to the 205 UNEVOC Centres in 136 countries worldwide.

For more information about this matter kindly check our website on www.unevoc.de/inauguration.

“Focus Southern Africa” at LEARNTEC 2002



How can educational technologies help improve the quality of technical and vocational education and training (TVET)? Can they reduce its delivery cost? Do they increase access? What can be done to facilitate the sharing of knowledge and expertise in TVET in Southern Africa? Is the digital divide an obstacle to e-learning, or can it even be used as a tool for the unreached to catch up with global developments?

Such were the questions discussed at the Special UNESCO-UNEVOC Workshop “Focus Southern Africa” held during the 10th European Congress and Specialist Trade Fair for Education and Information Technology (LEARNTEC 2002) in Karlsruhe, Germany.

The workshop was held as part of the initiative “Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Subregional Co-operation” that had been launched jointly by the Department of Vocational Education and Training (DVET) of the Ministry of Education of Botswana and by the UNESCO-UNEVOC International Centre in late 2000. Key personnel in the areas of TVET and Information and Communication Technology (ICT) were involved from Botswana, Lesotho, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, Zambia, Zimbabwe, United Republic of Tanzania, and from the Human Resource Development Sector of the Secretariat of the Southern African Development Community (SADC).

The workshop covered a very full programme of discussions and related activities over five days. It included a series of field visits to establishments such as a leading developer of e-learning contents, a virtual learning centre, and a Corporate Research Centre in charge of the development of the “L3” (life-long learning) internet-based platform for vocational learning. Six private sessions of the Southern African group served to develop subregional projects further.

Public-Private Partnerships in ICT and E-Learning

In addition, several meetings were held with stakeholders of two public-private partnership projects in South Africa, namely

- ▶ “Distributed Advanced Strategic System for Industrial E-Learning” DASSIE (see article in *UNESCO-UNEVOC Bulletin*, January 2002 “E-Learning Initiative in South Africa”)
- ▶ “Africa Drive” (a separate article on this project will be published in a future edition).

The Ministers of Education of the respective South African Provinces (Western Cape, North West Province) were actively involved. They invited stakeholders from other SADC countries to study these two projects, and to explore the benefit that they can bring to Southern Africa as a whole.

A Knowledge Management Platform for Southern Africa

Participants in the workshop underlined the need for sharing relevant knowledge on TVET among key stakeholders in the SADC region. They agreed that UNESCO-UNEVOC should make arrangements for an Internet server to

be made available for knowledge management among SADC countries. SADC Member States will then make relevant documents available in order to have them shared. This will include policy documents, blueprints, syllabuses, curricula, teacher training materials, assessment and certification materials, etc.

To that end, training requirements have been identified in the following areas:

- ▶ Identification and classification of content to be shared;
- ▶ Operation and management of the knowledge base;
- ▶ Methods of retrieval of content from the knowledge server.

Mobile training teams visiting the different countries were considered an appropriate means to train relevant staff in participating countries.

A Steering Group was established among participating countries that will make recommendations to the UNESCO-UNEVOC International Centre on issues of common interest, and will help monitor the project. This Group will include relevant stakeholders such as UNESCO and SAP.

Developing an ICT Programme

Participants in the Special UNESCO-UNEVOC Workshop “Focus Southern Africa” also agreed on first steps towards a programme for the application of information and communication technologies (ICTs) in TVET. A Steering Group was established for this project as well. One of the first steps will be to gather information about the current status of ICT in vocational schools, technical colleges and in teacher training, and about the application of e-learning in TVET in the subregion.

„The Internet will be the greatest opportunity of this century. As members of the SADC, let us pull our resources together to take advantage of it. Let us increase access to it, and use it for human resource development through a well organised and managed TVET system that helps improve the quality of people’s lives.”

*Suresh Munboobh,
Chairman, National Computer Board,
Mauritius, Participant at the Workshop*



Participants at the Workshop “Focus Southern Africa”

A Regional Qualifications Framework for SADC?

Participants also discussed prospects for the development of National Qualifications Frameworks (NQF) and a Regional Qualifications Framework in SADC countries. The UNESCO-UNEVOC International Centre and the International Labour Organization (ILO) are currently exploring ways and means to jointly support such a project.

UNESCO Global Forum on Learning Technology

The Special UNESCO-UNEVOC Workshop "Focus Southern Africa" was embedded in the broader framework of the "UNESCO Global Forum on Learning Technology" with participants from all world regions. Sir John Daniel, UNESCO's Assistant Director-General for Education, gave a keynote speech on "Technology and Education: Adventures in the Eternal Triangle" – how to improve access and quality of education, while at the same time reducing its cost.

For further information, please contact Mr. Hans Krönner, UNESCO-UNEVOC International Centre, fax [+49] (228) 2433777, email: h.kronner@unevoc.de or look at www.unevoc.de/learntec2002.

UNESCO Meetings

UNESCO Directors Meet in Bonn

The UNESCO-UNEVOC International Centre in Bonn, Germany hosted the first-ever meeting of the Heads of all UNESCO Field Offices, Institutes and Centres located in Europe.

The meeting, which was held 17 and 18 January 2002, was attended by the Directors of UNESCO Field Offices in Moscow, Venice and Sarajevo; the UNESCO Liaison Office in Geneva; the

International Bureau of Education (IBE), Geneva; the UNESCO Institute of Education (UIE), Hamburg; the International Institute for Technologies in Education (IITE), Moscow; the European Centre for Higher Education (CEPES), Bucharest; the International Institute for Educational Planning (IIEP), Paris; and by the UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC International Centre), Bonn. Senior staff from UNESCO Headquarters Paris also attended the meeting.

The main purposes of the meeting were for UNESCO offices to share up-to-date information on current and planned programme activities in order to develop a framework for collaboration and cooperation between offices in Europe; and to provide inputs for the development of a visionary strategy for future UNESCO activities in Europe involving all sectors of UNESCO, namely education, social and human sciences, culture, communications and science.

It is intended that this group of UNESCO Directors meet again later this year to discuss and finalise the draft strategy developed, and to examine most effective ways for its implementation.

For further information, please contact Mr. Rupert Maclean, UNESCO-UNEVOC International Centre, fax [+49] (228) 2433777, email: r.maclean@unevoc.de.

TVET and Secondary Education

The UNESCO-UNEVOC International Centre participated in a meeting of the 'Interagency Consultative Group on Secondary Education and Youth Affairs', held at UNESCO Headquarters, Paris, 26-28 March 2002. The Group, which

is coordinated by the Division for Secondary, Technical and Vocational Education in UNESCO Paris, had two previous meetings, in 1999 and 2000.

The purpose of this meeting was

- ▶ To review developments since the February 2000 meeting, especially regarding major work undertaken, new research results and policy orientations;
- ▶ To identify the main implications of the Dakar Framework for continuing programme activities at the secondary level;
- ▶ To identify possible areas for future collaboration; and,
- ▶ To agree on the Group's future role, functions and working modalities.

Some thirty participants took part from UNESCO Headquarters, Institutes and Field Offices; other United Nations Organisations (the ILO, UNHCR, UNICEF and the World Bank; inter-governmental organisations (Agence Intergouvernementale, Council of Europe, OECD and Commonwealth of Learning); bilateral agencies from France (DCTHEA), the United States (USAid) and Norway (NORAD); and non-governmental organisations (Association for Development of Education in Africa, Education International, International Baccalaureate Organisation, International Council for Open and Distance Education, International Federation of University Women and the Refugee Education Trust). The British Council and the University of Pittsburgh participated, and the Sultanate of Oman and the World Organisation of the Scout Movement were observers.

Discussion papers were presented on secondary education reform and expansion in order to contribute to Education for All, and the Dakar Framework for Action, with particular reference to access, equity and quality; the financing of secondary education; and, diversifying delivery through distance education and alternative delivery systems. Thematic group sessions examined the needs of adolescents; reforming the curriculum with regard to content, examinations and accreditation; the roles of teachers, principals and other school personnel; and, linking secondary education and TVET.

With regard to 'secondary education for the world of work and technical and vocational education', the main issues raised were:



Directors of UNESCO Offices and Institutes in Europe meet in Bonn to discuss a strategy for Europe

- ▶ The need to adopt a broader concept of vocational education and to consider it as part of lifelong learning;
- ▶ Vocational education is not a single generic way of educating but can appear in different ways in the curriculum;
- ▶ There is no single model regarding what secondary education and vocational education should look like since this depends on the particular context of an education system;
- ▶ There are several critical cross-cutting themes which impact on the relationship between vocational education and secondary education, such as gender, poverty; the level of technology; and the availability of resources;
- ▶ The aim should be to construct pathways that are broad and long in order that learners can keep their options open, and success in vocational programmes should enable transfer into academic streams.

Participants also examined how, where and in what areas partners attending the meeting can work together. Areas of particular emphasis with regard to secondary education and TVET were improving access to vocational education; quality assurance issues; equity matters with particular reference to the education of girls and women; and, improving the status of technical and vocational education.

For further information, please refer to Mr. Rupert Maclean, UNESCO-UNEVOC International Centre, fax [+49] (228) 2433777, email: r.maclean@unevoc.de or to Mrs Sonia Bahri, UNESCO Headquarters in Paris, fax [+33] (1) 45685630, email: s.bahri@unesco.org.

ILO-UNESCO Cooperation

3rd Meeting of the ILO-UNESCO Working Group



It was already the third of a series of working group meetings, when on 9 April representatives from the ILO, from UNESCO Paris and from the UNESCO-UNEVOC International Centre met to discuss ongoing cooperation in the field of TVET. The meeting was held at the UNESCO-UNEVOC International Centre in Bonn and chaired by UNESCO Paris.

The participants agreed that ILO and UNESCO were on the right track in their areas of current collaboration and committed themselves to continue cooperating. The Meeting was used to

exchange latest information on the ongoing activities of both institutions and to report on progress made in their joint project activities. UNESCO and ILO also agreed to develop jointly a significant, high-impact project that will be included in both institutions' long-term plans for programme activities. The UNESCO-ILO Consultative Group will next meet in January 2003 in Geneva.

For further information, please refer to Mrs Marion Mitschke, UNESCO-UNEVOC International Centre, fax [+49] (228) 2433777, email: m.mitschke@unevoc.de.

UNESCO Field Offices

Education and Development in the Arab States

The UNESCO-UNEVOC International Centre and the UNESCO Office Beirut joined efforts with the Centre of Excellence in Education and the OPEC Fund, in organizing a regional workshop on "Quality Education Standards: Education and Development" (Amman, 17 – 20 February 2002). Main themes discussed during the workshop were:

- ▶ Governance and administrative policies;
- ▶ Programmes and curricula;
- ▶ Informatics and Networking; and
- ▶ The exchange of innovative experiences, both regional and international.

UNESCO contributed to the programme by presenting three working papers on the "Experience of Asian Countries in the Reform of Secondary Education" and the "Role of the UNESCO-UNEVOC International Centre, Bonn in Promoting Quality Education" (by Rupert Maclean, UNESCO-UNEVOC International Centre) and on "School-to-Work Transition: Reform of Programmes and Curricula" (by Sulieman Sulieman, UNESCO Beirut).

Fifty school principals and supervisors from Arab countries participated in the workshop. Most were from the private school sector.

On the last day of the workshop, H. E. Dr Munther Al-Masri was presented with a UNEVOC Excellence Award. Dr Al-Masri is President of the National Centre for Human Resources Development (UNEVOC Associate Centre, Jordan) and former member of the UNEVOC Advisory Committee. He received the award in recognition of his contributions to the development of TVET.

For further information, please contact Mr. Sulieman Sulieman, UNESCO Office Beirut, fax [+961] (1) 824854, email: S.sulieman@unesco.org.

European Training Foundation (ETF)

Assessment Based on Competence (ABC)



Vocational education and training (VET) standards are used more and more frequently to describe competence rather than tasks and activities that are necessary to perform an occupation. Modern VET standards tend to be competency based, and are often used as a basis to benchmark the performance of individuals and measure their competence. Despite the lack of a common methodology for assessing competencies, European countries are becoming increasingly experienced in assessing competences in enterprises and adult education, as well as accrediting competences that have been acquired in an informal or non-formal way (accreditation of prior and experiential learning) and in initial and secondary vocational education and higher education.

The *European Memorandum on Life Long Learning* (<http://europa.eu.int/comm/education/life/memoen.pdf>) and the *Action Plan on Life Long Learning* (http://europa.eu.int/comm/education/life/communication/com_en.pdf) emphasise the importance of this approach and define the scope of assessment of competence, within the EU and the candidate countries.

The ETF's involvement in Standards and Assessment

The European Training Foundation has been working with countries in transition since 1995 to support them in the reform of their VET systems. Currently, it collaborates with more than 40 partner countries in four regions: Central and Eastern Europe, the Western Balkans, the Mediterranean and the New Independent States and Mongolia. Since its inception, the Foundation has paid special attention to the development of training standards and is actively promoting competence-based standards.

Building upon its work on vocational standards, the European Training Foundation has decided to go further and develop guidelines for partner countries

on how to improve their assessment systems and make them more, if not fully, competence based. This will take place, amongst other activities, in the framework of the “ABC” Project.

The “ABC” Project

The overall objective of the “ABC” Project is to produce guidelines for partner countries for the development of competence based assessment systems. The project plan foresees several phases:

- ▶ Development of a common concept of assessment of competencies including identification of main principles and best practices in EU and partner countries
- ▶ Adaptation of the concept into appropriate national assessment guidelines in Bosnia and Herzegovina, Malta, Romania and Uzbekistan
- ▶ Publication of a concept paper on assessment of competences.

Choice of the pilot partners

The choice of the four pilot partner countries was made according to ongoing developments in these countries and the possibilities of the project to feed in to existing and new initiatives of a systemic impact:

- ▶ **Bosnia and Herzegovina** has issued a green paper on the development of vocational education. A National Board for Standards and Assessment is being established and financially supported by the World Bank. Further reform of the vocational education system will be supported by the European Union in the framework of the CARDS Programme for the Western Balkans.
- ▶ **Malta** has recently established the Malta Vocational and Professional Qualifications Awards Council (MPVQAC) and its Standards Development Boards with a view to creating a coherent national framework.
- ▶ **Romania** has established a Council for Occupational Standards and Accreditation. Over a short period a series of standards have been developed and are currently being implemented within the education system. As the financial future of the Council is not guaranteed, involvement in the project should strengthen the role and the status of the Council.
- ▶ **Uzbekistan**, struggling with a rapidly growing population and economic transition, has undertaken several measures to tackle the problems of worsening educational attainment levels and the increasing number of young people starting working life without professional

qualifications. Compulsory education has been lengthened and new types of schools have been created. As a result, standards and curricula for hundreds of occupations need to be developed.

Road map of the project

At the end of February, a two-day seminar took place at the premises of the European Training Foundation. Vocational training experts from the Foundation, EU and partner countries discussed relevant developments in order to take stock of practices in the EU and the partner countries. This stocktaking will serve as basis for the development of tailor-made national road maps in the pilot partner countries. Several national seminars are planned in each of the countries and the expected outcome is the validation of each of the national road maps. During a second seminar in Turin in late spring, the results of the national road maps will be presented and translated into a concept paper outlining the general principles for assessment of competence.

For further information, please refer to Mrs Gisela Schürings, European Training Foundation, fax [+39] (011) 630.22.00, email: gis@etf.eu.int.

Bulletin in Various Languages and Formats

The *UNESCO-UNEVOC Bulletin* is now available in English, French, Arabic and Spanish. All language versions are also available in electronic form (pdf files) and on the Centre’s website at www.unevoc.de/ bulletin. If you wish to receive the *UNESCO-UNEVOC Bulletin* in any language or format other than the one you have received so far, please contact the Editor. For contact details, please see the address of the UNESCO-UNEVOC International Centre on the last page.

UNESCO National Commissions

Education for All Seminar



Education for All (EFA) is UNESCO’s central contribution to the achievement of the United Nations Millennium Development Goals. Its success in co-ordinating the planning, resourcing and delivery of education

(more education, of improved quality, to more people) will depend on UNESCO’s ability to work with a range of new partners – governments, multi-lateral organisations, international NGOs and locally-based civil society organisations. It will also depend on recognition by all of these bodies that EFA goes far beyond basic education: Thus EFA includes areas such as Vocational Education and Training (VET), which have profound – and all too often unrecognised – effects on social and economic development.

The third of the agreed EFA goals is “To ensure that the learning needs for all young people are met through equitable access to appropriate learning and life skills programmes”.

A seminar organized by the UK UNESCO National Commission in November looked at the place of VET in the overall EFA programme. Young people between the ages of 14 and 19 were taken as the key group linked to this EFA goal. The seminar was one of a series of events aimed at raising the profile of EFA, and to support the exchange of good practice internationally. Each links to one of the six EFA goals. Common objectives for the series are

- ▶ To give an overview of progress worldwide towards achievement of the goal and to consider the main obstacles;
- ▶ To give an overview of progress towards achievement of the goal in the UK and to consider the main obstacles; and
- ▶ To identify ways in which relevant UK experience can support achievement of the goal internationally.

The seminar was hosted by the Westminster-Kingsway College and supported by the UK’s Learning and Skills Development Agency. Most participants represented VET providers – both publicly funded colleges and smaller independent bodies. Others reflected the interests and experience of organizations, such as the BBC and the British Council. All came with strong views on the rapid changes in VET seen in the UK over the past decade – covering finances and management; curriculum content, and in assessment and accreditation.

Participation in the seminar by a representative of the UNESCO-UNEVOC International Centre (accompanied by a specialist from Botswana), of the German Federal Institute for Vocational Training

(BIBB), and of the British Council's Vocational Partnerships team, ensured continual reference to parallel developments in other countries. It is significant that many of the UK's recent reforms were themselves informed by careful investigation of other countries' approaches to vocational education and training.

The following emerged as priority concerns – not only in the UK, but internationally. Many are areas of conflicting demands, which a succession of policy initiatives have addressed but not resolved.

- ▶ **Participation:** The UK has seen young people's participation rates – particularly at post-secondary level (age 16 and above) – flatten, after several years of steady growth. At the same time, the proportion of young people classified as not in education, training, or employment is more or less static. Obstacles to further improvement include the customary separation between academic and vocational streams, and their related qualifications. Access to direct financial support is the prime consideration for many prospective students. However, for students with disabilities or learning difficulties increased individual grants usually need to be accompanied by increased institutional support.
- ▶ **Information and Advice:** Of obvious significance in introducing young people to appropriate VET programmes, the quality of information and advice provided can also determine an individual's engagement in the learning process and their attainment of useable qualifications. There are some concerns that competitive pressures on education and training providers may compromise quality in this area. In the UK, there are moves to integrate information advice on education and training with other forms of support to young people's welfare and personal development – currently provided by different public agencies.
- ▶ **Curricula:** The increased flexibility of curricula in recent years has been an important factor in boosting participation and attainment – for example, through the broadening of content, mixing academic and vocational approaches; through increased use of work-based training and other forms of partnerships with employers; through staff training and development. In recent years, the UK has introduced a nation-wide system of quality assessment in VET – reflecting the widespread concern to extend the scope and relevance of curricula. There is continuing debate on balancing the encouragement of specialist and generic skills.

There are common problems faced by countries around the world in seeking to structure their provision of VET. For those involved in this seminar the key question became, *Are we doing the right things* – rather than the more obvious, *Are we doing enough?* UNESCO has an indispensable role in identifying and collating good practice. In VET, its role involves guiding member states in linking education and employment. Progress towards the achievement of the specific Education for All goal in VET will therefore have a lasting influence on the standing and influence of UNESCO world-wide.

For further information, please refer to Mr. Simon Chambers, UK National Commission for UNESCO, fax [+44] (20) 73894497, email: simon.chambers@britishcouncil.org.

Reports from the Field

TVET in the Palestinian Authority

The following contribution was received on 12 February 2002. In the meantime the situation in the region has changed considerably. It was therefore not possible during the past weeks to contact the author in order to receive an update on the present situation.

The 16 vocational and technical colleges (5 governmental, 4 from UNRWA¹ and 7 private) located in the West Bank and in Gaza have been facing extremely difficult challenges since September 2000. TVET is essential to alleviate poverty and develop the emerging Palestinian State. Current military and political unrest in the region have adversely affected the educational process in TVET colleges and even led to their complete shutdown over different periods of time. The restrictions on mobility caused a chronic problem associated with attendance of students and staff members who endangered their lives while commuting to their colleges. To minimise the risk, the Palestinian Ministry of Higher Education directed the students to take courses in the neighbouring colleges though they are not actually enrolled there. This solution proved to be effective for Gaza students who have been restricted from reporting to their colleges in the West Bank. UNRWA, who offers free TVET for

¹ United Nations Relief and Works Agency for Palestine Refugees in the Near East



Ramallah, West Bank, Palestinian Authority
UNRWA Women's Training College

Palestinian refugees, accommodated all the students, and some staff members in its boarding centres. The others were transported by UNRWA vehicles.

To illustrate how TVET colleges managed to teach under these circumstances, the Ramallah Women's Training Centre has taken the following measures:

- ▶ Implemented an emergency plan to respond to the expected difficult situation;
- ▶ Formed emergency committees and provided rigorous training to its members on fire fighting, first aid, evacuations and stress reduction of students;
- ▶ Adopted a flexible calendar that allowed extension of classes beyond the regular hours and switching classes among the teaching staff as required;
- ▶ Conducted on-the-job-training in a flexible manner: that is changing the time, duration and implementation mechanism, subject to the nature of the specialisation, stability and safety of the region and the requests of the market representatives. As an example, nursing and physiotherapy trainees reported to hospitals, clinics and rehabilitation centres to attend to the needs of the injured;
- ▶ Trained its counsellors and recreation staff to deal with new psychological challenges caused by the uncertain and volatile political situation;
- ▶ Enhanced the security of its premises.

The effectiveness of the above mechanisms proved to be feasible only to the minimum level of dedicated services until the neighbourhood of the Ramallah Women's Training Centre came under siege and so ceased to be operative for weeks.

The question is for how long TVET can continue at this state of heightened alert in such a difficult atmosphere.

For further information, please contact Dr Tafeeda Jarbawi, Ramallah Women's Training Centre, fax [+972] (2) 295-6533, email: tafeeda@P-OL.COM.

Visitors to the Centre

January 2002



Mr Wataru Iwamoto, Director, Division of Secondary, Technical and Vocational Education, UNESCO, Paris, France



Dr Harald Wagner, Managing Director, Bildung und Begabung e.V., Bonn, Germany

February 2002



Mrs Veronica Volkoff, Centre for Post Compulsory Education and Training Research, Melbourne, Australia



Mrs Christine Merkel, Assistant Secretary-General for Education, Sciences and EXPO 2000, German Commission for UNESCO,

Bonn, Germany



Mrs Phonephet Boupna, Deputy Director General, Department of Higher, Technical and Vocational Education, Ministry of Education, Lao People's

Democratic Republic



Mr Grenville Jones, Consultant to the Department for International Development (DFID), London, United Kingdom

March 2002



Mrs Brigitte Adler and Mr Ulrich Kelber, Members of the German Parliament, Berlin, Germany, accompanied by **Mr. Harald Ganns**, Ambassador ret., Bonn, Germany

April 2002

Delegation from ILO and UNESCO (see "ILO-UNESCO Cooperation")

Many guests who attended the official inauguration of the UNESCO-UNEVOC International Centre (see "Inauguration of the Centre").

Forthcoming Events

► **Conference "Employability – New Challenges for TVET: International IVETA Conference 2002"**



21 – 24 July 2002; Wilmar, Flic-en-Flac, Mauritius; language: English

Organiser: International Vocational Education and Training Association (IVETA)

Information: Industrial and Vocational Training Board (IVTB), Mauritius, tel [+230] 6018164, 6018000, fax [+230] 6980848, 6984200, email: iveta.registration@servihoo.com, website: iveta2002.intnet.mu

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



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

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

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

► **Conference „Developing Skills for the New Economy“**



17 – 19 October 2002; Winnipeg, Manitoba, Canada; languages: English and French

Organiser: Convened by the Canadian Vocational Association and UNEVOC Canada, sponsored by Human Resources Development Canada

Information: Chris Chinien (Conference Chair) tel [+1] (204) 4748271, website: www.umanitoba.ca/unevoc/2002conference

► **Conference „Second Saudi Technical Conference and Exhibition (STCEX 2002)“**



26 – 30 October 2002; Riyadh, Saudi Arabia; languages: Arabic and English

Organiser: General Organisation for Technical Education and Vocational Training (GOTEVT)

Information: Chairman of the Scientific Committee, First Saudi Technical Conference and Exhibitions (STCEX 2002), P.O.Box 286074, Riyadh 11323, Kingdom of Saudi Arabia, tel [+966] (1) 4038991, fax [+966] (1) 4065765, website: www.gotevot.edu.sa/stcex2002

► **International Conference „Information and Communication Technologies in Education“**



20 – 23 November 2002; Badajoz, Spain; language: English

Organiser: University of Extremadura, Formatex, and Innovatex

Information: José Antonio Mesa González (INNOVATEX), C/Encarnación, 3 1ºE, 06001 Badajoz, Spain, tel [+34] 620805649, email: secretariat@formatex.org, website: www.formatex.org/icte2002.html

Forthcoming Seminars

► **„Designing Instructional Media and Learning Environments“**

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

► **„Training of Trainers“**

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

► **„Evaluación de impacto de la educación y formación profesional“**

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

► **„Designing and Delivering Competency-based Training“**

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

► **„Nouvelle évolutions dans les technologies de la formation“**

17 – 28 June 2002; Turin, Italy; language: French (see contact II below)

► **„Gender, Poverty and Employment“**

1 – 12 July 2002; Turin, Italy; language: Arabic (see contact I below)

► **„Desarrollo de recursos humanos basado en competencias“**

8 – 12 July 2002; Mexico; language: Spanish (see contact II below)

► **„Comprendre l'entreprise: la formation à l'entrepreneuriat dans les établissements de formation professionnelle et technique“**

22 July – 2 August 2002; Turin, Italy; language: French (see contact II below)

► **„Labour Market Analysis“**

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

► **„Knowledge Management and Networks: A Current Challenge to Agricultural Training“**

19 – 31 August 2002; Fribourg, Switzerland; languages: English, German, French (see contact III below)

► **„Evaluation of Training Systems“**

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

► **„Gestión y certificación de sistemas de formación“**

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

► **„Nuevas tendencias en las tecnologías de la formación“**

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

► **„Formação de formadores“**

16 – 27 September 2002; Luanda, Angola; language: Portuguese (see contact II below)

► **„Información del mercado de trabajo y formación“**

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

► **„Concevoir des médias et des environnements de formation“**

4 – 15 November 2002; Turin, Italy; language: French (see contact II below)

"Puesta en marcha de la formación a distancia"
11 – 15 November 2002; Bolivia; language: Spanish
(see contact II below)

"Tutoría del aprendizaje en la formación a distancia"
18 – 22 November 2002; Bolivia; language: Spanish
(see contact II below)

"Diseño de medios de formación y ambientes de aprendizaje"
2 – 13 December 2002; Turin, Italy; language: Spanish
(see contact II below)

"Training Technology: Competency-based Training of Trainers"
Date to be determined (enrolment from 1 September 2002); place to be determined; language: English (see contact II below)

"Tecnología de la formación: formación de formadores basada en competencias"
Date to be determined (enrolment from 1 April 2002); place to be determined; language: Spanish (see contact II below)

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

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For **contact III seminars**, further information can be obtained from the Centre International d'Etudes Agricoles (CIEA), tel. [+41] 313222619, fax [+41] 31 322 26 34, email: heidi.huerli-mann@blw.admin.ch, website: www.ciea.ch.

Publications

 **"Revision of the Human Resources Development Recommendation"**; ILO; CD-Rom; 2002; available in English, French and Spanish; free of charge; can be ordered at ILO, InFocus Programme on Skills, Knowledge and Employability, tel. [+41] (22) 7997512, fax [+41] (22) 7996310, email: ifpskills@ilo.org or it can be viewed on the internet at www.ilo.org/public/english/employment/skills/recomm/index.htm. The CD serves as tool for training policy-makers, researchers and practitioners when formulating and implementing training policies and programmes. It is particularly useful for ILO constituents (governments, employers' organizations, and workers' organizations) engaged in revising the Recommendation, an item of discussion scheduled for the International Labour Conference in 2003 and in 2004. The CD includes the entire report **"Learning and training for work in the knowledge society"** (see *UNESCO-UNEVOC Bulletin*, January

2002/2, page 8). This publication reviews recent training policies, laws and practices in ILO Member States. The questions asked are being related to the full texts of ILO Conventions and Recommendations, as well as standards of other international bodies. Prepared by the ILO InFocus Programme on Skills, Knowledge and Employability, the publication will be revised and updated as new information becomes available. For further information, please contact Torkel Alfthan, tel. [+41] (22) 799 7091; e-mail: alfthan@ilo.org.



"Code of practice on managing disability in the workplace"; ILO; approx. 30 pages; 2001; available in English, French and Spanish; free; can be ordered at ifpskills@ilo.org; and is available on the internet at www.ilo.org/employment/skills. The Code provides guidance to employers on how to recruit people with disabilities and maintain employment for workers who become disabled. It can be applied by all employers in developed and developing countries. The Code reflects an increasing recognition that disabled people can make a valuable contribution to the performance of enterprises and to the economy. It stresses, for instance, that managing disability in the workplace can help save time, insurance and health care payments, and costs of recruiting and retraining replacement staff. Existing human resource practices and structures can be used to develop and implement a disability management strategy. Government authorities should set the legal and policy framework and ensure that quality services are available to employers as required. Workers' representatives can represent the interests of disabled workers, and advocate employment and job retention for workers with disabilities. For further information, please contact Barbara Murray, tel. [+41] (22) 799 63 76; email: murray@ilo.org.



"Guide to worker displacement"; M. Hansen (ILO); 2001; available in English; 8 Euro; can be ordered at Mr. Neil Thornton, ILO Publications, 4 route des Morillons, CH-1211 Geneva 22, Switzerland, fax [+41] (22) 7998578; email: thornton@ilo.org or downloaded from the www.ilo.org/public/english/support/publ/books.htm. This product

from the ILO's InFocus Programme on Skills, Knowledge and Employability provides an overview of problems of mass layoffs and worker displacement in some industrialized and transition economies. It offers practical advice addressing communities and employers on how to avert layoffs and set up worker adjustment programmes, including training and retraining programmes for displaced workers. The Guide consists of a set of "action modules" that can be used by local communities, industrial adjustment specialists and workers' assistance resource centres for preventing worker displacement or minimizing its impact.



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