INTRODUCTION

The second session of the International Advisory Committee for UNESCO’s International Project on Technical and Vocational Education (UNEVOC) was held at UNESCO’s Headquarters in Paris from 12 to 14 December 1994.

The meeting, which was attended by nine members from all regions, as well representatives from the Specialised Agencies of the United Nations System and observers from intergovernmental and non-governmental organisations, was declared open by Colin N. Power, Assistant Director-General for Education, representing the Director-General of UNESCO. (Please refer to Annex I of this report for the list of participants).

He welcomed the participants and dwelt extensively on activities of the UNEVOC Project during the past year and spoke on the expectations of UNESCO from UNEVOC and underlined the main objectives of the UNEVOC Project. At the end of his opening address the election of the Bureau was held. The Chairperson, Dr. Gregor RAMSEY, was reselected for a second term of one year. Three Vice-Chairpersons, Professor Maria Ester ALTUBE, Dr. Ibrahim AL HASHEMI and Professor S. GHERISSI, were elected for a term of one year. DR. T. OGUNBADEJO was elected as Reporter.

The provisional rules of procedure and provisional agenda of the meeting were then adopted.


MEETINGS

UNEVOC INTERNATIONAL ADVISORY COMMITTEE - FIRST SESSION

The UNEVOC International Advisory Committee was established by the Director-General in 1993. This Committee is responsible for advising UNESCO on the preparation and implementation of the UNEVOC project. The International Advisory Committee is composed of twelve members from different regions of the world who serve in their personal capacity.

The International Advisory Committee held its first session at the premises of the UNEVOC Implementation Unit in Berlin, 20 to 22 September 1993. After thorough discussions, the Committee recommended that the activities of UNEVOC be concentrated on the following three areas:

◆ improving the attractiveness and status of technical and vocational education within the education system;

◆ fostering links between technical and vocational education and industry and the labour market;
the development of technical and vocational education systems.

Further details can be found in the final report of the first session of this meeting.

INTERNATIONAL CONSULTATION ON THE ROLE OF TECHNICAL AND VOCATIONAL EDUCATION IN EDUCATION SYSTEMS

An International Consultation Meeting on the Role of Technical and Vocational Education in Education Systems was held at the ILO International Training Centre in Turin, Italy from 14-18 June 1993. Experts from Australia, France, German, Hungary, Italy, the Republic of Korea, Kenya and Nigeria participated in this meeting.

The main objectives of the meeting were:

- to identify major issues and priorities in the formulation of technical and vocational education policies;
- to identify factors that determine the role of technical and vocational education in education systems;
- to prepare guidelines for the case studies on the relevance of these factors in national education systems. Such care studies are currently being carried out under the UNEVOC Project.

For further details please refer to the final report of this meeting.

INTERNATIONAL WORKSHOP ON CURRICULUM DEVELOPMENT IN TECHNICAL AND VOCATIONAL EDUCATION

An International Workshop on Curriculum Development in Technical and Vocational Education was held at the ILO International Training Centre in Turin from 30 August to 2 September 1993. Experts from the Czech Republic, Denmark, Germany, Greece, Japan, Mexico, Uganda and the United Republic of Tanzania participated in this meeting.

The aims and objectives of this workshop were:

- to review and analyse the existing practices in the design, implementation and evaluation of curricula in technical and vocational education;
- to facilitate the exchange of information and experiences among the participating countries;
- to identify some common trends and successful practices which will be disseminated to other countries participating in UNEVOC.
Additional information can be found in the final report of this meeting.

**EXPERT MEETING ON NEW TRAINING TECHNOLOGIES IN TECHNICAL AND VOCATIONAL EDUCATION**

An Expert Meeting on New Training Technologies in Technical and Vocational Education was held at the ILO International Training Centre, Turin Italy from 6-10 December 1993. This meeting was attended by experts from each major geographical region (Africa, Arab States, Asia and the Pacific, Europe, Latin American and the Caribbean), as well as representatives from academic training institutions and manufacturers of these new technologies.

The objectives of this meeting were:

- to make aware possible users throughout the world of the new technologies currently available as well as those envisaged by the researchers and manufacturers.
- the preparation of «The State of the Art on New Technologies in Technical and Vocational Education».

Further details can be found from the draft final report of this meeting.

**UNEVOC CO-ORDINATION MEETING OF REGIONAL SPECIALISTS, INCLUDING THE HAMBURG INSTITUTE, THE INTERNATIONAL BUREAU OF EDUCATION AND THE UNEVOC IMPLEMENTATION UNIT, BERLIN**

This meeting was held during the 27th session of the UNESCO General Conference, in order to discuss UNEVOC activities in the region and to plan implementation of future activities for the 1994-1995 biennium.

**REGIONAL SYMPOSIUM IN TECHNICAL AND VOCATIONAL EDUCATION FOR EUROPE**

This meeting will be organised in close co-operation with the French Commission for Education, Science and Culture and with the participation of OECD, the European Union, ILO Headquarters and the ILO International Training Centre in Turin and will take place in France in June 1995.

**PUBLICATIONS**
UNEVOC INFO

The first two issues of UNEVOC INFO have been prepared and published.

UNEVOC INFO, which will be published quarterly in English and French, will report on activities carried out within the framework of the UNEVOC Project for the benefit of all those interested in UNEVOC as a mechanism for information flow for the advancement and development of technical and vocational education through international co-operation.

STUDIES ON TECHNICAL AND VOCATIONAL EDUCATION

The first study in this series entitled «Policies and Guidelines for Educational and Vocational Guidance» has just been published. Several additional UNEVOC studies are in preparation and will be published shortly, such as:

- Guide for the Evaluation of Technical and Vocational Education Curricula;
- Training Modules in Tourist Occupations;
- New Technologies in Technical and Vocational Education: State of the Art;
- Functional Literacy, Workplace Literacy and Technical and Vocational Education;
- Assessment: Its Connection with Competence, Qualifications and Work;
- Vocational Guidance for the Equal Access of Girls and Women to Technical and Vocational Education.

TECHNICAL CO-OPERATION

Several advisory service missions were undertaken to Member States namely: Burundi, Cyprus, Eritrea, as well as organisation of a study tour for Botswana specialists in technical and vocational education.

In addition a regional fellowship programme for the Asia and the Pacific region has been financed by the Republic of Korea.

The services of Programme Specialists in technical and vocational education have been offered by the Republic of Korea and Japan.

UNESCO/UNEVOC has offered its patronage to the Nijni-Novgorod region of the Russian Federation for the development of a technical and vocational education system.
**Systems**

- A case study on the role of technical and vocational education in the Swedish education system has been carried out, under contract, with The Education Centre of Kristianstad (TECK).

- Another study is currently being elaborated on the role of technical and vocational education in the education system of the Russian Federation.

- Preparations for a case study on the role of technical and vocational education in the Greek education system are under way.

**Case studies on policy and legislation in technical and vocational education to enhance co-operation with the world of work**

Guidelines for these studies are currently in preparation and will be disseminated shortly.

**European regional activities on methodology of curriculum development as a follow up to the international workshop on curriculum development**

A study based on methods of the adaptation of existing curricula to meet the needs of particular countries is in progress with the assistance of the German Federal Institute for Vocational Training (BIBB) and the Russian Association of Employers.

**Case studies on co-operation between educational institutions and enterprises at the training level**

Guidelines for these studies are currently in preparation and will be disseminated shortly.

**Orientation Seminar for key personnel on co-operation between educational institutions and enterprises**

Activities for the preparation of this seminar are in progress, which will be organised in co-operation with the German Foundation for International Development’s Industrial Occupations Promotion Centre, Mannheim in May 1995.

**International Symposium on Future Trends in Continuing Technical and Vocational Education**

This meeting will be organised by the UNEVOC Implementation Unit in Berlin (IUG) in co-operation with an interested governmental or non-governmental organisation in the second half of 1995.

**Publication and dissemination of studies and documents**
UNESCO/UNEVOC has offered its patronage to the People’s Republic of China for publication of the Proceedings of the International Symposium on Technical and Vocational Education, which held in Beijing in September 1993.

Under the patronage of UNESCO/UNEVOC, a bilateral project between Australia and China was developed in the tourism and hospitality field.

A project composed of several technical teacher-training seminars was organised in cooperation with the ILO International Training Centre, financed under an Italian Funds-in-Trust agreement for the benefit of Ministry of Technical and Vocational Education in the Lebanon, within the framework of the country’s rehabilitation programme.

Financial assistance was given towards the south-east Mediterranean Project, particularly in the field of technical and vocational education.

**PROMOTION OF UNEVOC ACTIVITIES**

Several missions to promote UNEVOC activities in the Member States were undertaken, including regional meetings in Asia and the Pacific, Arab States, Africa, in order to harmonise sub-regional and regional activities.

In addition, close co-operation was maintained with ILO, in particular with the ILO International Training Centre in Turin, as well as with the European Union, in particular the European Training Foundation.

In addition to the UNEVOC Implementation Unit in Berlin (IUG) two new implementation units have been established:

- in Beirut for the Arab region:
- in Athens for the South-Mediterranean region.

In addition negotiations are currently in progress for the establishment of implementation units in Africa, Asia and the Pacific and Latin America and the Caribbean.

**PROGRESS REPORT ON UNEVOC ACTIVITIES FROM THE REGIONS**

**UNEVOC Implementation Unit, Berlin (IUG)**

The UNEVOC Implementation Unit in Berlin has closely co-operated with UNESCO Headquarters as is the case of the UNESCO Regional Offices for Education in the execution of the UNEVOC Project, particularly:

*Case Studies on The Role of Technical and Vocational Education in Education*
A paper entitled «Financing of Technical and Vocational Education in Developing Countries» which is being finalised by the German Foundation for International Development (DSE) is being considered for publication.

**UNEVOC Directory of Institutions**

One of the activities under the UNEVOC programme is the establishment of an international network of leading national and regional institutions active in planning, research and development in the field of technical and vocational education. Member States have been invited through their respective National Commissions for UNESCO to establish a national UNEVOC Centre, and eventually one or more UNEVOC Associate Centres.

In principle there should be one UNEVOC Centre established in each country, which will act at the national focal point for the Network.

Where appropriate, the UNEVOC Centre may encourage the establishment of a limited number of UNEVOC Associate Centres within the country. The UNEVOC Associate Centres should communicate with the Network through the UNEVOC Centre itself. All these centres will be listed in the UNEVOC Directory, which will be compiled and disseminated by UNESCO in the very near future.

**Computerised data on technical and vocational education**

The software chosen for the computerisation of data on technical and vocational education is CDS/ISIS, which although already used by UNESCO, ILO, CEDEFOP and other important national institutions, is not as yet widely used by the UNEVOC Centres. Therefore, a small sample data base on technical and vocational education sources is being developed which will serve as an incentive for the use of CDS/ISIS in the UNEVOC Centres.

IUG will also establish an electronic mail link with selected countries, in co-operation with UNESCO Regional Offices as a pilot project and will provide basic equipment for developing countries to this end.

**ACTIVITIES IN THE REGIONAL OFFICES**

**Unesco Regional Office for Education in Africa (BREDA)**

**Meetings**

- A UNEVOC Regional Meeting for Africa was held in Nairobi from 18-23 October 1994, the main objective of which was discussion of curriculum development in technical and vocational education, as well as the establishment of UNEVOC networking for the region.
BREDA, in co-operation with the «Institut national pedagogique de l’enseignement technique et professionnel», Abidjan, has organised a meeting on the methodology of curriculum development from 19-23 September 1994. Its main objective was the establishment of a prototype of curriculum in informatics at the secondary level, which should serve as an example. The participating countries promised to process with an experimentation process of this curricula, to be followed by evaluation in 1995.

BREDA, in co-operation with the Nigerian national authorities and the IUG (financed by the Federal Ministry of Education in Lagos and Dornier Logistics International), assisted in the preparation of and attended the «Workshop on Technical Education» in Nigeria, Ota, Ogun State, 1-2 March 1994.

BREDA assisted in the organisation of a training workshop at Kiambu Institute, Kenya, for the training of trainers in technical and vocational education.

A regional meeting for policy makers in technical and vocational education, based on the case studies undertaken in this field will be organised in April 1995.

Case Studies

- Six case studies on the «Role of Technical and Vocational Education in Education Systems», in Cameroon, Ghana, Kenya, Madagascar, Nigeria and Zimbabwe have been undertaken.
- Four case studies on «Policies and Legislation in Technical and Vocational Education, with Special Reference to Education and the World of Work» have already been completed.
- Several case studies on co-operation between technical and vocational education institutions and enterprises.

Syntheses will be prepared on the findings of these case studies in March 1995.

UNESCO Principal Office for Education in Asia and the Pacific (PROAP)

Meetings

- PROAP organised a regional seminar on «Changing Vocational World: A Challenge for Education», in co-operation with National Council of Education Research and Training (NCERT) in New Delhi, India, from 9-14 December 1992. The main objective of this meeting was to discuss the various challenges posed by the changing vocational world to education and
the role of education to meet these challenges.

- PROAP organised the UNEVOC Regional Meeting on Technical and Vocational Education in co-operation with the Adelaide Institute of Technology. The main objective of this meeting, which took place from 13-17 December 1993 in Adelaide, was to identify major policy issues regarding technical and vocational education and to review curriculum development methodologies, as well as to discuss UNEVOC networking in the region.

- As a follow-up to the above-mentioned meeting, an Expert Group Meeting was organised at the Adelaide Institute of Technology in June 1994. This meeting developed a curriculum document entitled «Entrepreneurial Skills for Small Business».

- A meeting was held in Kuala Lumpur in September 1994 to finalise the twelve national case studies on the Role of Technical and Vocational Education in Education Systems.

- PROAP has just organised a meeting in co-operation with the Indian Central Institute of Vocational Education, which took place in December 1994 in Bhopal, India with the participation of ten countries in the region. The main objective of this meeting was curriculum development methodology and adaptation.

- PROAP will organise in co-operation with the Auckland Institute of Technology (New Zealand) a Regional Symposium for Policy Makers in Technical and Vocational Education in April 1995.

- PROAP will organise in co-operation with the Colombo Plan Staff College for Technician Education, a regional meeting on new perspectives for curriculum development in technical and vocational education in April 1995 in Malaysia.

Studies and Documents

- Case studies have been carried out in 12 Member States in the region on the «Role of Technical and Vocational Education in Education Systems».

- A guidebook on curriculum development for technical and vocational education has been prepared based on the methodology designed during the Bhopal meeting in December 1994.

- A document entitled «Exemplar Curriculum Development on Entrepreneurial skills for Small Businesses» has been prepared following recommendations of the regional workshop on curriculum development, which was organised in Adelaide (Australia) in June 1994.
a core monitoring group has been established to maintain and evaluate the exemplar curriculum project.

**UNESCO Regional Office for Education in Latin America and the Caribbean (OREALC)**

**Meetings**

- OREALC organised the UNEVOC Regional Meeting on Technical and Vocational Education in the region from 29 November to 2 December 1993 in co-operation with the University of Montevideo. The main objective of this meeting was to discuss curriculum development in technical and vocational education, as well as UNEVOC networking in the region.

- A seminar was organised in Sao Paulo, Brazil (12-15 April 1994) in cooperation with CRESALC for curricula integration for middle level and post-secondary technical education in order to create a network for the establishment of a data bank for exchange of information and experience in this field.


- Seminar on Technical and Vocational Education: Training of Youth for the World of Work, Bogota, October, 1994

- International Congress for Technical and Vocational, Curitiba, Brazil, October 1994.

- A regional symposium for policy makers in technical and vocational education will be organised by OREALC in co-operation with CINTERFOR/ILO, IIEP and the Organisation of American States in May 1994;

- A regional workshop for the training of managers of small and medium-size enterprises will be organised by OREALC in co-operation with ORT, CINTERFOR/ILO in April 1995.

**Case Studies and Documents**

- Six case studies on the «Role of Technical and Vocational Education in Education Systems» are being undertaken in Argentina, Brazil, Chile, Colombia, Costa Rica and Mexico. A synthesis of these case studies has
also been prepared.

- Three case studies are in preparation on «Policy and Legislation for Technical and Vocational Education to Enhance Co-operation with the World of Work».

- A publication on the institutional transformation of technical and vocational education systems in Latin America has been published jointly with CINTERFOR/ILO.

- Case studies on co-operation between educational institutions and enterprises for training are in preparation. Emphasis has been placed on innovative experiences, for example, Brazil, Mexico, Uruguay etc.

**Technical Assistance.**

UNEVOC and OREALC have provided substantial technical assistance to the Uruguayan Government in order to prepare a project document with a view to obtaining a loan from the Inter-American Development Bank to modernise technical and vocational education in the country. IADB and the Uruguayan authorities provided sufficient funds to contract consultants.

**UNESCO Regional Office for Education in the Arab States (UNEDBAS)**

**Meetings**

- UNEDBAS, in co-operation with the National Commission of Bahrain, organised the UNEVOC Regional Meeting on Technical and Vocational Education in Manama from 20-24 March 1994, the main objective of which was a discussion on curriculum development, as well as the establishment of UNEVOC networking in the region.

- The International Symposium on Technical and Vocational Education in the Arab Region for the 21st Century, Amman, Jordan (April 1994) was organised by the Arab Federation of Technical Education in co-operation with UNEDBAS.

- A regional training seminar on technical and vocational education curriculum development in the Arab States was organised in Amman from 23-27 October 1994, under the UNEVOC sponsorship.

- A regional symposium for technical and vocational education policy makers in the Arab States will be organised in Tunisia in April 1995.

**Studies and Documents**
guidelines for three technical and vocational curriculum development prototypes are in preparation, as a result of the regional training seminar on technical and vocational education curriculum development in the Arab States. These guidelines will be disseminated in the region early in 1995.

Case studies on the «Role of Technical and Vocational Education in Education Systems» are in preparation for the following countries: Iraq, Libya, Mauritania, Syria and Tunisia. A regional synthesis of these studies will be prepared in the spring of 1995.

Studies on «Policy and Legislation for Technical and Vocational Education to Enhance Co-operation with the World of Work» are in preparation for Egypt, Sudan, Tunisia and Yemen. These studies will be completed during the first quarter of 1995, and a regional synthesis will be prepared based on their results.

Case studies on «Co-operation between Education Institutions and Enterprises for Training» are being undertaken with Bahrain, Jordan, and Lebanon.

CO-OPERATION WITH UN SPECIALISED, INTERGOVERNMENTAL AND NON-GOVERNMENTAL ORGANISATIONS

During this session it was suggested that meetings be organised on a regular basis between UNESCO and co-operating institutions, such as ILO Headquarters, ILO International Training Centre in Turin, UNIDO, OECD, the European Union, including CEDEFOP, The Colombo Plan Staff College for Technician Education, the World ORT Union, Education International, CONFEMEN etc.

ILO Headquarters

ILO proposed co-operation in the following areas:

- organisation of regional seminars on policy and legislation in technical and vocational education, emphasising the importance of representatives from the world of work, such as workers, employers etc. A paper on this subject has been prepared by CINTERFOR/ILO and will be presented to the Regional Symposium on this subject, which is being organised in Latin America and the Caribbean next year.

- contribution to the preparation of working documents for the international seminar on vocational guidance for the equal access of girls and women to technical and vocational education.

- contribution to the preparation of the working documents for the international symposium on future trends in continuing technical and vocational education.

- co-operation in the preparation of case studies on co-operation between
educational institutions and enterprises at the training level.

- involvement in the preparation of the Orientation Seminar for key personnel on co-operation between educational institutions and enterprises.
- contribution to **UNEVOC INFO**, as well as joint publications.
- co-operate in the elaboration of data bases.
- concrete co-operation in several regions.

**ILO International Training Centre, Turin**

- As a follow-up to the UNEVOC/ILO Expert meeting on New Training Technologies (NTT's) jointly financed and conducted in Turin in December 1993, the Centre has submitted to the Italian Government a proposal for funding in 1995, a training programme on NTTs for 25 managers and trainers from the Asia and the Pacific region. This course will take place in Turin and the Turin Centre would welcome participants from the UNEVOC Centres.

- The ILO Turin Centre will contribute to UNEVOC's effort in Latin America in respect of identification of ways to promote non-formal technical and vocational education. As a matter of fact the Centre has already produced teaching/learning materials in this field.

- The Centre will welcome the participation from managers from the UNEVOC Centres to its courses on management of training institutions.

- A joint UNEVOC/ILO Training Centre workshop on training of trainers and curriculum development could be undertaken in **1995/1996** for the Arab region (in Arabic) utilizing the modular training materials developed by the Centre in this language.

**OECD**

- OECD is prepared to provide information documents, such as the final report of the recent meeting "The Changing Role of Vocational Education and Training" (VOTEC);

- Participation in selected meetings of common interest.

- Participation in joint meetings with other international organizations interested in the UNEVOC Project.
Colombo Plan Staff College for Technician Education

- CPSC would like to co-operate with UNEVOC in the Asia and Pacific region in areas such as training, policy-oriented research and development of instructional materials, curriculum development, new training technologies, education and training of women for industrial development.
- CPSC’s conference facilities can be made available for UNEVOC activities in the region.

World ORT Union

The World ORT Union is willing to co-operate with UNEVOC in the following fields:

- training of teacher-trainers;
- technological literacy in primary schools;
- curriculum development;
- development of teaching materials (hardware, software and courseware) using state of the art technologies, e.g. CD ROOMS.
- interactive distance learning (TV, satellites, computers):
- management of technical education institutions
- the use of multi-media techniques (text, sound, animation and video) in preparing teaching materials;
- linking UNEVOC Regional Centres and Officers to the ORTNET as a provider of INTERNET, the global communication network (E-mail, databases, discussion groups etc.).
- establishing local resource centres for the foregoing activities.

These activities will always be undertaken in consultation with the recipients preceded by the relevant training.

DISCUSSION ON UNEVOC FUTURE STRATEGIES

The participants noted with great interest that during UNESCO’s 27th General
Conference, UNEVOC was one of the most-frequently mentioned and supported activities during the policy debate of the Programme Commission on Education. During UNESCO’s recent meetings held earlier this year with the Member States concerning preparation of the Fourth Medium-Term Plan (1996-2001) as well as for the 1996/1997 biennium (28C/5) to which 159 countries participated the further expansion of technical and vocational education was recommended as being one of UNESCO’s top priority areas. Particular emphasis was given by the Member States to the International Project on Technical and Vocational Education (UNEVOC).

The participants took note that during the above-mentioned UNESCO meetings, as well as during the UNEVOC regional meetings which took place in 1993 and 1994, the mandate and main programme orientations of UNESCO in general and of UNEVOC in particular, were extensively examined. The Member States emphasised the following views:

The overriding aim of all UNESCO’s functions should be building indigenous capacities of Member States to pursue development efforts in the most effective manner. In this connection, the key importance of training activities, development of institutional infrastructure and networking should be stressed;

White UNESCO’s intellectual rote should be reaffirmed, it should focus on more immediate, practical action. The programme should contain fewer meetings, studies and publications and concentrate more on concrete projects of direct benefit to Member States. To achieve this UNESCO would have to revise its methods of work and broaden the range of its modes of action, so as to focus more on work in the field and to ensure that its substantive actions increasingly reach the grass-roots communities of the Member States;

Given UNESCO’s limited financial resources it is important to confine the plan and programme to a limited number of fields. UNESCO should concentrate on doing what it did best and not spread its programmes too thinly;

In the formulation of strategies, it should be borne in mind that priorities sometimes varied from region to region and from country to country;

There was a need to renew traditional modes of action so as to enhance the impact, visibility and credibility of UNESCO’s presence in the Member States.

It is obvious that the Member States want UNESCO’s activities to be more pragmatic and concentrated at the national level while the different needs and priorities at the national, regional and international levels should be emphasised.

The participants reviewed the main objectives of the UNEVOC Project and made the following observations:

● Fostering international exchange of experiences
and studies on policy issues

This field reflects UNESCO’s intellectual role in providing opportunities for the Member States to exchange views on policy issues in technical and vocational education, which will contribute to reducing the gap between the industrial and developing countries.

Important policy issues in technical and vocational education vary according to national, sub-regional, regional and international needs and situations.

For the future it is desirable that activities be selected according to specific and diverse situations in various countries/regions. Present ongoing activities such as case studies, should be articulated on the basis of local problems and situations and in accordance with given priorities. It would be preferable to select practical implications which could lead to the creation of extra-budgetary projects in the field.

The participants identified the following issues which should be considered as priority areas for the future:

- management of technical and vocational education at the national government as well as at local and institutional levels;
- identification of research priorities in the Member States;
- training of trainers;
- the impact made by non-governmental technical and vocational education providers;
- increased interaction with other UN and other specialised agencies;
- quality and assessment of technical and vocational education;
- twinning between UNEVOC Centres and/or institutions.

The meeting discussed for further consideration in the future the following additional subjects:

- technical teacher training; possible organisation of a joint seminar in 1996 with the OECD.
- organization of training seminars in the management of technical and vocational education.
- seminar on vocational guidance for the equal access of girls and women to technical and vocational education,
strengthening of technology transfer.

The participant from Latin America and the Caribbean identified the following as being priority areas for this region:

- rebuilding of the current technical and vocational education institutional system;
- Articulation between technical education and vocational training;
- training of technical and vocational education managers at the institutional and local government levels;
- pedagogical aspect of technical and vocational education such as production of teaching/learning materials, methodology for curriculum development etc.
- identification of how to disseminate innovative methods within the region.

**Strengthening national research and development capacities**

The promotion of national training activities in the field of technical and vocational education in the Member States should be encouraged. This national training activity is an important tool in the development of national capacities. The content of training to be provided should be decided in consultation with the Member State concerned, in order to meet their most important priorities. Target groups could include policy-makers, administrators, researchers and teachers/instructors etc.

Curriculum development, as emphasised in the current UNEVOC workplan, is regarded as one of the most important priority areas in both the industrialised and developing countries. Participants in the UNEVOC regional meetings on this subject suggested that training of local curriculum developers is essential. In certain cases, such as in the Asia and the Pacific and Arab States regions, national training seminars on curriculum development methodologies were proposed. The possibility of financing such training seminars from UNEVOC funds should be explored, as well as their organisation at the sub-regional level.

The organization of national training seminars for specialists in the major fields of technical and vocational education is more cost-effective with greater impact than programmes only based on international meetings and workshops. This would be a natural extension of international activities organised during the first phase of the
UNEVOC Project.

**Facilitating access to data bases and communication**

The exchange of information and communication is essential for the development of technical and vocational education to-day. This is particularly true in developing countries where specialists actively seek information through modern techniques. To this end UNEVOC is publishing quarterly an information bulletin «UNEVOC INFO», a series entitled UNEVOC Studies on Technical and Vocational Education and has promoted the linkage between UNEVOC Centres by means of electronic mail and computerised data bases etc. These activities should be encouraged and continued, particularly in the developing countries by providing adequate facilities and basic communication equipment.

**UNEVOC NETWORK**

The already established network of UNEVOC Centres and Associate Centres should be expanded and improved. To date 90 countries have already nominated more than 100 institutions to be included in this network.

The participants agreed with the Member States that the function of UNEVOC Centres should be more action-oriented and more involved in national and subregional training activities and seminars and should not only be restricted to exchange of information. The following suggestions were agreed:

- Participants in all regional or international UNEVOC activities, including meetings, studies, etc. should be invited from the UNEVOC Centres.
- UNEVOC Centres should be given the responsibility of organising the above-mentioned national training activities, which could be financed by the UNEVOC Project.
- Co-operation between the UNEVOC Centres in the different countries should be encouraged and funds allocated to finance a fellowship programme facilitating short-term exchange visits between experts/specialists from the UNEVOC Centres.
- The purchase of basic communication equipment could be considered for those Centres actively participating in the Project in certain developing countries.
- The creation of additional UNEVOC Implementation Units at sub-regional and regional levels, subject to the available of extra-budgetary funding resources (i.e. from the host country concerned).
The meeting requested the UNESCO Secretariat to take the foregoing into consideration when preparing UNEVOC programme activities for the 28C/5 and the Fourth Medium-Term Plan (1996-2001).

RECOMMENDATIONS TO THE DIRECTOR-GENERAL

The International Advisory Committee formulated the following recommendations to the Director-General:

- taking into account that technical and vocational education has been given high priority by the Member States during the 27th session of UNESCO’s General Conference, as well as during the recent UNESCO regional consultation meetings with the National Commissions, and in view of the recommendations of the recent MINED conferences, technical and vocational education, in particular the UNEVOC Project, be given high priority in the 1996-1997 biennium (28C/5) and the Fourth Medium-Term Plan (1996-2001) and, therefore, should remain as a separate sub-programme. The budget cuts, which were made during 1994, be restored and at least that level of funding be maintained for 1995 and future years.

- All education sectors, including technical and vocational education, should have equal status and vocational education should form an important component of all basic or general education and this position be taken in all activities/documentation undertaken by UNESCO.

- technical and vocational education should be given due importance reflecting its equal status with other sectors of education in the preparation of the report of the findings of the Commission on Education for the 21st Century, as well as in the World Education Report.

- noting that technical and vocational education has not been a major topic for consideration by the International Bureau of Education (IBE) for many years it should be a theme for a future biennial conference of that body before the end of this century.

- consistent with its equal status, UNESCO provide seed funding to establish chairs in the UNEVOC area, in a similar way to that used to establish chairs in universities. Some of these activities could be financed from the UNITWIN programme.

- the Ministers of the various Member States be written to, advising them of the current status and requirements of the UNEVOC programme, and reminding them of the equal status vocational education should be accorded with other sectors of education.

- the Director-General should write to the Government of the Federal
Republic of Germany expressing the International Advisory Committee’s appreciation for the funding and support they have provided to the UNEVOC Project.

- UNESCO’s long standing commitment to life-long education should continue and its basic principles be incorporated into all future considerations concerning technical and vocational education.

- the participation of other UN Specialised Agencies (in particular, ILO), intergovernmental and non-governmental organisations should be continued and further promoted.

- the next session of the UNEVOC International Advisory Committee be organised outside Headquarters, perhaps in July 1995, in view of the convening of the UNESCO General Conference at Headquarters in 1995 and the preceding sessions of the Executive Board. At that meeting the International Advisory Committee will expect to comment on budget proposals for the UNEVOC programme.
UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND
CULTURAL ORGANIZATION

INTERNATIONAL PROJECT ON TECHNICAL AND
VOCATIONAL EDUCATION
(UNEVOC)

UNEVOC INTERNATIONAL ADVISORY COMMITTEE
(Second session, 12-14 December 1994, UNESCO Paris)

AGENDA

1. Opening Session
2. Election of the Bureau
3. Adoption of the Rules of Procedure
4. Discussion on the programme of the UNEVOC Project:
   - Progress Report on activities undertaken in 1994;
   - Activities foreseen for 1995;
   - Co-operation with Member States and Organisations (mobilisation of resources).
5. Reflection on future UNEVOC priorities within the context of UNESCO’s programme in technical and vocational education (Suggestions for C/4 and 28C/5).
6. Miscellaneous
7. Adoption of the report.
8. Closure.
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