

List Of Vocational Technical Training

The education and training system in Luxembourg has its particular features. As Luxembourg is so small and has a tradition of openness to the outside world, large-scale immigration is a particular feature of its population as well as labour market recruiting from the Grande-Région; both of these have an impact on the education and training system. Its language situation is also distinctive, Luxembourgers are trilingual: from primary school, they learn Luxembourgish, German and French. Multilingualism is one of the key aspects of the challenges facing the current education and training system, especially as regards the integration of a very substantial foreign population. The most distinctive feature of vocational training in Luxembourg is the provision at school of a vocational training system comparable to the German dual system. General education and technical and vocational theoretical education are provided in schools while, for most occupations, practical training takes place in enterprises. While this arrangement applies particularly to apprenticeship, the concept of alternance is itself part and parcel of many training schemes.

This monograph describes the approach to vocational training in Luxembourg. The study was compiled from available publications and interviews with representatives of the Ministry of Education and the chambers representing both sides of industry. The report shows that the distinguishing features of the vocational training system in Luxembourg are the emphasis on training alternating with work experience and the close collaboration between the authorities and the two sides of industry. The report contains the following information: (1) a presentation of the administrative, demographic, and economic background in which the training system in Luxembourg exists; (2) the structure of the Luxembourg education system and a brief historical review of the development of the training systems; (3) a presentation of the arrangements for initial training; (4) a presentation of the arrangements for continuing training; (5) an indication of where responsibilities for administering the system are located, including the influence of the social partners; (6) information on financing the system; and (7) an indication of present trends and developments. Five appendixes contain the following: a list of abbreviations, an address list, a list of relevant legislation in the development of the training system, a bibliography containing 12 citations, and a glossary of 11 terms. (KC)

This interim document provides the results of the joint activities of the Interinstitutional Terminology Group and the European Centre for the Development of Vocational Training in developing a standard vocational training terminology within the European Community (EC). The document presents a selection of basic vocational training concepts in six official languages from the nine Member States of the EC: Belgium, Denmark, France, West Germany, Ireland, Italy, Luxembourg, the Netherlands, and the United Kingdom. (The next edition will be published in nine languages and will include concepts from Greece, Portugal, and Spain.) The six sections of the document are the introduction, a table of concepts, definition sheets, references, a list of collaborators, and the English version of the definition sheets. The table of concepts includes 20 terms in vocational training in the 6 languages. The reference list includes 11 items from national sources, 8 items from EC sources, 22 monolingual specialized literature and reference books, and 14 multilingual specialized literature and reference books. (The 20 vocational training terms, in English, are general education, vocational training, continuing education, vocational education, basic education or primary education, basic training or prevocational training, initial training, continuing vocational training or adult vocational training, skill training or specialization, technical education, apprenticeship, retraining, further training or continued training or continuation training, refresher training, upgrading training, updating training, sandwich courses, adult education, and lifelong education or recurrent education.) (CML)

Vocational Education and Training in Ireland

Current Status and Future Development

Vocational Division Bulletin

The "People Power" Education Superbook: Book 31. Vocational - Trades - Career Guide 2 (Community Colleges, Vocational - Technical Schools, Career Colleges)

List of Public and Private Schools Offering Post High School Technical and Vocational Training Opportunities in Oregon

Vocational Education and Training in Austria

This monograph describes development of the Finnish system of vocational education and training and discusses its future outlook. Chapter I provides background information on political and administrative structures, population, and the economy and labor force. Chapters II-III describe the education system and its development and the vocational education and training system. A section on its historical development considers reform in the 1970s and 1980s, ammattikorkeakoulu (AMK) institutions (polytechnics), and legislation. A section on initial vocational education and training addresses these topics: sectors of training and fields of study; qualifications; student assessment, counseling, and support systems; and educational institutions and teachers. The section on continuing education and training covers the following: adult education and training; adult vocational qualifications and language proficiency tests; adult education and training opportunities; and financing adult training. A final section looks at special education and training for specific target groups. Chapter IV outlines the administrative and financial framework. Chapter V on qualitative aspects provides information on certification, training of trainers, and guidance. Chapter VI discusses trends and perspectives in these areas: lifelong learning, Information Superhighway, comparability of qualifications, and European dimensions. Appendixes contain the following: a list of abbreviations and acronyms, major organizations involved in vocational training; 11-item bibliography; glossary; and list of available qualifications. (YLB)

Focusing on reimagining the purpose of vocational education and training (VET) and grounded in the reality of a small cohort of young South Africans and an institution seeking to serve them, Skills for Human Development moves beyond the inadequacies of the dominant human capital orthodoxy to present a rich theoretical and practical alternative for VET. Offering a human development and capability approach, it brings social justice to the forefront of the discussion of VET's purpose at the national, institutional and individual levels. In doing so, this book insists that VET should be about enlarging peoples' opportunities to live a flourishing life, rather than simply being about narrow employability and productivity. It argues that human development approaches, while acknowledging the importance of work in its broadest sense, offer a better way of bringing together VET and development than the current human capital-inspired orthodoxy. Offering a transformative vision for skills

development, this book: Considers the potential contribution skills development could make to broader human development, as well as to economic development Points to an alternative approach to the current and flawed deficit assumptions of VET learners Presents for the first time an alternative evaluative frame for judging VET purpose and quality Presents a timely account of current vocational and education training that is high on the agenda of international policymakers Taking a broad perspective, Skills for Human Development presents a comprehensive and unique framework which bridges theory, policy and practice to give VET institutions a new way of thinking about their practice, and VET policymakers a new way of engaging with global messages of sustainable human development. It is a vital resource for those working on the human development and skills approach in multiple disciplines and offers a grounding framework for international policymakers interested in this growing area.

There has been much international effort to improve or transform Vocational and Technical Education (VTE). However, the outcomes often remain elusive. VTE continues to be largely shunned by society as a sector of education for low-achievers and academic failures. A Breakthrough in VTE: The Singapore Story shares the Singapore experience that was made possible through strategic planning, organisational excellence, innovation and ingenuity. It is a compelling story of how the Institute of Technical Education (ITE) began to transform lives and change its image over a period of fifteen years (1992-2007). This book, based on a first-hand CEO account, vividly captures the sort of leadership, policy choices, fundamental principles and capabilities in the journey of transformation. The details of the "what, when, how and why" are a valuable guide for leaders and practitioners in building quality and sustainable VTE systems which are responsive to social and economic needs. Contents: The Early Beginnings: Historical Perspectives Dynamics and Challenges Aligning Education with Economic Development Vocational Training under the former VITB Journey of Transformation: Move Towards Organisational Excellence The Three Waves of Transformation Strategic Planning Makes a Difference Changing the Image ITE: A World-Class Educational Institution Implications for Developing Countries: Some Lessons on Building Quality and Sustainability Concluding Reflections Readership: Leaders in governments, Ministries and related agencies overseeing vocational and technical education and training, skills development and manpower training; Professors, teaching staff and students in teacher education and training universities and colleges; Principals, heads of departments and senior staff in Vocational and Technical Education institutions and schools; General readers who have an interest in the transformation of organisations, including leadership, strategic planning, and organisational excellence. Key Features: A compelling story based on a first-hand CEO account on how an educational institution was transformed into a global leader in vocational and technical education An acute analysis with an international perspective in understanding the dynamics and challenges in vocational and technical education A valuable source of fundamental principles, lessons and success factors underlying the "what, when, how and why" of transformation A useful guide towards building quality and sustainable vocational and technical education systems with implications for developing countries Keywords: Breakthrough; Education; Vocational; Technical; Singapore; ITE; Transformation; Organisational Excellence; Image change; Manpower Development Reviews: "Recognising that no one vocational training model can be transported wholesale from one country to another, this book provides a great service by highlighting the important issues that any successful system has to address. With this insightful book, Dr Law has now made it much easier for other countries to learn from and adapt Singapore's experience. This is invaluable to everyone keen on promoting economic transformation, particularly in Africa." Dr Yaw Ansu Chief Economist, African Center for Economic Transformation (ACET) and Former Director for Human Development, the Africa Region, the World Bank "Dr Law's acute analysis of the Singapore long-term education policy towards technical education goes far beyond theoretical considerations. It opens credible and practical ways all policy-makers in charge of education and of economic affairs would be well inspired to reflect upon if not to adopt. A great achievement indeed!" Dr Jean-Etienne Berset Director General University of Applied Sciences, Western Switzerland "This book is indeed a 'must' for all policy-makers and experts who wish to develop their country into a modern, competitive nation. Many countries are inspired by the German model of 'dual training' in apprenticeship. The Singapore story shows that an individually adapted institution-based training model can be just as successful. It is an alternative pathway to success — not only for a nation but also for the individual." Hartmut Mattes Minister Advisor, Ministry of Education, Youth and Sports Baden-Württemberg, Germany A remarkable story of how Singapore's technical and vocational institutes once shunned by school leavers became an international award-winning system offering a pathway to skilled jobs for nearly a quarter of the country's school cohort. The 'what, when, how and why' account of what was done to achieve this result during Dr Law's tenure as the Chief Executive Officer of the Institute of Technical Education (ITE) is both exhilarating and encouraging. I highly recommend the book to all who wish to distil lessons from Singapore's experience in technical and vocational education and training." Tan Jee Peng Former Advisor Education Department, Human Development Network, World Bank

Vocational-technical Education for American Industry

Vocational Education and Training in Greece

Kenya National Assembly Official Record (Hansard)

Vocational Education and Training in Denmark

Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists

New Models for Technical and Vocational Education and Training

The educational reforms of the past ten years have restructured vocational education and training in Greece. Upper secondary education now comprises the new Technical Vocational Schools (TEE) along with the more general Unified Lykeio. Secondary-level vocational training is heavily school-based: certification is awarded on the basis of study time rather than of skills acquired. Post-secondary initial vocational training is offered at the new Institutes of Vocational Training (IEK), which more closely approximate other European systems and involve the social partners in curriculum planning and certification. Continuing vocational training is mainly offered at Vocational Training Centres (KEK). The planned new supervisory body, the National System for the Linking of Vocational Education and Training With Employment, is expected to correct several of the remaining weak points in the country's vocational training system. -- EU Bookshop.

This report examines how technical and vocational education and training (TVET) in Viet Nam can be improved to increase the country's global competitiveness. Following three decades of sustained economic growth, in 2009, Viet Nam graduated to become a lower middle-class country. However, despite ample foreign direct investment, labor productivity remains low. Improved TVET will help boost labor productivity in Viet Nam by developing skilled workers that meet market demands. Recommendations in this report focus on reforms in the governance structure, organization, and management of TVET; effective teaching of the right skills; greater enterprise-based training and financial support; and more inclusive access to higher quality training.

This document describes the vocational education and training system in Portugal, beginning in chapter 1 with the administrative, demographic, and economic background in which the training system exists. Chapter 2 provides a brief historical review of the development of the training systems; arrangements for initial training; and arrangements for continuing training, teacher training, and adult training. Chapter 3 indicates where responsibilities for administering the system are located, including the influence of the social partners, and presents information on the financing system. Chapter 4 provides an indication of present trends and

developments, including how far the system has been, or would be, influenced by European Community considerations, such as the following: creation of the single European market, mutual recognition of qualifications, the intervention of the Structural Funds, and the Community's education and training programs. Appendixes contain 23 references and the following: list of acronyms and abbreviated titles; major organizations involved in providing or regulating vocational training; and glossary. (YLB)

Terminology of Vocational Training

Pearl River Junior College District Projections, 1972-1980

Innovative Strategies in Technical and Vocational Education and Training for Accelerated Human Resource Development in South Asia: Bangladesh

Technical and Vocational Education and Training Sector Assessment

Vocational Education and Training in Luxembourg

Vocational Education and Training in Finland

Luxembourg is a small prosperous country with a very low level of unemployment. However, its vocational educational and training system faces specific and fairly unique problems. It has three official languages, a large immigrant population with their own languages, and many workers who live in the surrounding countries and travel to Luxembourg to work. The most distinctive feature of its vocational training system is its school-based provision, with theoretical technical and vocational subjects taught alongside general educational subjects, whereas practical instruction for most occupations is provided in the workplace.

The last decade has given rise to a strong public discourse in most highly industrialized economies about the importance of a skilled workforce as a key response to the competitive dynamic fostered by economic globalisation. The challenge for different training regimes is twofold: attracting young people into the vocational training system while continuing to train workers already in employment. Yet, on the whole, most countries and their training systems have failed to reach those goals. How can we explain this contradiction? Why is vocational training seen to be an "old" institution? Why does vocational training not seem to be easily adapted to the realities of the 21st century? This book seeks to respond to these important questions. It does so through an in-depth comparative analysis of the vocational training systems in ten different countries: Australia, Canada, Denmark, France, Germany, Korea, Mexico, Morocco, the United Kingdom and the USA.

This publication reviews recent developments within technical and vocational education and training (TVET) in sub-Saharan Africa, as well as future challenges in skills development in the region. Based upon 70 case studies covering 20 countries, it provides a good starting point for the development of country policies and programmes, of relevance to other African regions as well as countries in other regions facing similar challenges. Issues discussed include: the labour market context, reform of public training programmes, regulation of non-government training institutions, enterprise-based training, building skills for the informal economy, balancing cost-effectiveness with growth and equity, and financing.

Skills Development in Sub-Saharan Africa

Vocational Education and Training in Belgium

Vocational Education and Training in Spain

International Comparisons of Vocational Education and Training for Intermediate Skills

Technical Education and Vocational Training in Developing Nations

Viet Nam

A study examined vocational education and training in Italy. First, vocational education was placed within the context of Italy's political and administrative structures and economy. Italy's systems of general and vocational education were described, and the legislative aspects were examined. Special attention was paid to funding from various European Community sources. It was concluded that vocational education in Italy needs a more standard and structured framework; however, it was deemed likely that demand from individuals and enterprises would be a further factor in continued diversification through experiments that may offer many people their only opportunity to catch up on the basis knowledge needed to obtain a job or improve their prospects. Increasing demand from small firms, the possibility of training providing skills in a number of sectors, and the spread of new technology into nonindustrial sectors were seen as three of many factors that would stimulate changes in both content and delivery of vocational education. European integration was deemed the greatest stimulus for renewal of vocational education in Italy. (Contains 43 tables/figures. Appended are the following: a list of acronyms/abbreviations; names/addresses of 46 agencies, organizations, and training institutions; a 65-item bibliography; and glossary.) (MN)

This monograph on the vocational education and training (VET) system in Spain is one of a series on VET systems in the European Union Member States. Chapter 1 provides this background information: political and administrative structures, population, Spanish economy, and employment. Chapter 2 describes the current education system. Chapter 3 covers history, the vocational training system, initial vocational training, vocational training for employed workers, and vocational training for the unemployed. Chapter 4, on the regulatory and financial framework, describes administrative arrangements and financing of education and training. Chapter 5, on qualitative aspects of vocational training, focuses on certification and qualifications, teachers and training of trainers, and vocational guidance. Chapter 6, on trends and perspectives for vocational training, discusses the national vocational training program (1998 to 2002) and the national action plan for employment (1988). Appendixes include acronyms and abbreviations; a list of legal instruments; a list of principal bodies responsible for the provision or regulation of vocational training; definitions of basic terms;

and a 27-item bibliography. (YLB)

Differences in historical, political, cultural, and economic contexts in sub-Saharan Africa (SSA) account for wide variations in structures, operating conditions, and outcomes in technical and vocational education (TVE). This diversity is associated with glaring disparities, so in examining policy trends and the reconstruction of training systems particular attention is focused on innovations in an effort to identify promising initiatives likely to contribute to the establishment of consistent TVE systems, closely linked with the world of work and involving labor market stakeholders. Some common emerging trends in TVE include the following: (1) a shift in the policy focus from inputs to outputs; (2) the use of new financing and certification mechanisms; (3) the involvement of social partners in governance; greater autonomy for institutions; (4) the promotion of private providers and company-based training; and (5) an increasing interest in the informal sector and skills development for poverty reduction. Issues addressed include these: (1) an overview of TVE systems in 10 SSA countries; (2) reviewing various models currently in place; (3) documenting relationships between African TVE systems and policies and donor intervention and traditions in TVE; (4) identifying reasons why certain reforms are facing implementation difficulties; analyzing specific innovations; (5) drawing lessons on the implementation of the reform agenda and its impact on TVE systems; and (6) discussing possible directions for future donor support. (Includes 167 references.) (MO).

A List of Occupations Issued by the War Manpower Commission for which Vocational Training for War Production Workers May be Given when Need for Training is Established

A Breakthrough in Vocational and Technical Education

Bangladesh

Vocational Education and Training

The Financing of Vocational Education and Training in Greece

A Classified List of Institutions Training Educated Women for Occupations Other Than Teaching

This monograph describes the various approaches to vocational training in Ireland. The report was compiled from existing statistics, various studies, and interviews with representatives of all the organizations, colleges, companies, and institutes involved in vocational training. Section 1 provides background information on political structures, population, and the economy. Section 2 begins with an historical review of the development of the Irish vocational training system. It then deals with the main areas of initial training and continuing training. Section 3 begins with a description of the regulatory framework and then presents information on the amount of training in Ireland and some estimates of expenditure on it. Statistics on training activity and expenditure by main public providers or funders of training are presented in summary form. This section also provides a brief outline of the ways in which the main training and certification organizations set about achieving their priorities. Section 4 outlines recent documents and proposals in relation to vocational training in Ireland and refers to the European dimension of training. It summarizes three main policy documents: Program for Economic and Social Progress, Industrial Policy Review Group report, and Green Paper on Education. Appendixes include the following: a list of abbreviations, names and addresses of 29 relevant organizations, important dates in the development of the training system, 16 sources, and glossary. (YLB)

Recoge: 1. Introduction. - 2. General policy context. - 3. Political developments. - 4. The institutional framework. - 5. Initial vocational education and training. - 6. Continuing vocational education and training. - 7. Training of VET teachers and trainers. - 8. Skills and competence development. - 9. Validation of learning. - 10. Guidance and counselling. - 11. Funding vocational education and training. - 12. The European and interantional dimension.

This document describes the vocational education and training system in Belgium, beginning in chapter 1 with the administrative, demographic, and economic background in which the training system exists. Chapter 2 provides a brief historical review of the development of the training system; arrangements for initial training; and arrangements for continuing training, teacher training, and adult training. Chapter 3 indicates where responsibilities for administering the system are located, including the influence of the social partners, and presents information on the financing system. Chapter 4 provides an indication of present trends and developments, including how far the system has been, or would be, influenced by European Community considerations, such as the following: creation of the single European market, mutual recognition of qualifications, the intervention of the Structural Funds, and the Community's education and training programs. Specific topics are as follows: divergent training systems, the teaching profession and teacher training, choice of study by girls, and education in the Flemish and French communities. Appendixes contain 14 references and the following: list of acronyms and abbreviated titles; major organizations involved in providing or regulating vocational training; and glossary. (YLB)

An Update on Trends, Innovations and Challenges

Vocational Training

Regional review of alternative modes of vocational training and technical education

Skills for Human Development

Vocational Education and Training in ASEAN Member States

Short Description

This book has basic contact information for schools and colleges within the trades and technical skills. I've looked around. A book like this doesn't exist anywhere right now, a book that tries to list most of the community colleges and trades-vocational schools in the United States. I deal with specific profession schools in the next book. A lot of colleges offer career programs that don't lead to a degree but rather a certificate for the vocational field. Local community colleges often offer many programs in the practical skill occupations. Professional and trade organizations present free or low-cost webinars in addition to their traditional courses available for a fee.

This document presents an overview of the educational system in Greece, with particular emphasis on vocational training. The monograph is organized in eight

chapters. The first two chapters contain general information and statistics on the population and employment in Greece and the economy and labor force. Chapter 3 is an overview of scholastic education and vocational training, including information on the various types of postcompulsory education, such as the general lykeion, technical and vocational schools, technical and vocational lykeions, integrated comprehensive lykeions, the Greek Naval Lykeions for Officer Cadets, middle technical and vocational nursing schools, and apprenticeships; career planning; and nonuniversity higher technical and vocational education. Chapter 4 reports on further education, especially that oriented toward the job market. Chapters 5, 6, and 7 discuss the historical development of the educational system, the authority structure of the system, and the financial structure of the educational system. The final chapter suggests future trends in vocational education in Greece. Statistical data are reported in the appendix, and a list of abbreviations, notes, and a 39-item bibliography are included. (KC)

This book is the first monograph to systematically introduce readers to technology and vocational education and training in ASEAN countries. It details the current state of development and key development trends regarding technology and vocational education and training in the ten ASEAN countries. For each ASEAN country, the book addresses the history, status quo, characteristics, reform and development trends in technology and vocational education and training. The content mainly focuses on technology and vocational education and training systems, vocational qualification frameworks, technology and vocational education and training related personnel, etc. All the latest data presented here is drawn from the newest official website and research reports, accurately reflecting the development status of ASEAN countries and helping us make better forecasts regarding its future. This book offers a valuable reference guide for academic research in technology and vocational education and training. It can also be used as a textbook for postgraduate courses in technology and vocational education and training, as well as training material for various vocational education teachers and managers.

The Singapore Story

War Production Occupations for Vocational Training

Transforming Vocational Education and Training

Occupations, Selected References, Educational Programs

Vocational Training in Greece

Vocational Education and Training in Italy

Recoge: 1. Background information - 2. Initial vocational education and training - 3. Continuing vocational training (CVT) - 4. Training for unemployed people - 5.

The future of funding: trends and perspectives.

This publication is part of a series of six country reports on technical and vocational education and training (TVET) and higher education in Bangladesh, Nepal, and Sri Lanka. Each report presents current arrangements and initiatives in the respective country's skills development strategies. These are complemented by critical analyses to determine key issues, challenges, and opportunities for innovative strategies toward global competitiveness, increased productivity, and inclusive growth. The emphasis is to make skills training more relevant, efficient, and responsive to emerging domestic and international labor markets. The reports were finalized in 2013 under the Australian AID-supported Phase 1 of Subproject 11 (Innovative Strategies for Accelerated Human Resource Development) of Regional Technical Assistance 6337 (Development Partnership Program for South Asia).

The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya, the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya.

Revisiting Technical and Vocational Education in Sub-Saharan Africa

Vocational Training in the People's Republic of China

Vocational-technical Training Needs

Vocational Education and Training in Portugal

Publications

Impact on Youth : a Technical Report for the Carnegie Council on Policy Studies in Higher Education

This report, which describes a study conducted through a literature search and a two-month visit to the People's Republic of China, is organized in three parts. In the first part, the general situation of the Chinese education system is discussed. Topics include the structural features of the country, party and state, population distribution and development, level of education, the socioeconomic and philosophical roots, the state bureaucracy and examination system, craft guilds and apprenticeships, development of a public education system, and the education system since the establishment of the People's Republic of China. The second section of the report examines structures and problems. These include the education system in the early 1980s, vocational education, adult education, vocational education teachers, cooperation, financing, and characteristics of the Chinese employment system. The final section of the report presents 18 recommendations to improve vocational education and job training in China. The study is given in English and Chinese, and a table presents statistics on Chinese schools and universities from 1949 to 1983. (KC)

Technical and vocational education and training at technical schools are major contributing factors in combating poverty, unemployment, and inequality. The primary purpose of technical and vocational education is to prepare students and learners for the world of work and for a smooth transition from education institutions into the workplace. As the Fourth Industrial Revolution continues to create more jobs in the market, experts are calling for a reform of education, including vocational education and training and adult and professional education. New Models for Technical and Vocational Education and Training

scholarly research book that examines TVET and CET colleges and programs that provide intermediate skills to enhance students' chances of employability and entrepreneurship in Industry 4.0. The book covers respect to workforce preparation, digital skills development, teaching and learning of TVET, flexibility and articulation of TVET to respond to work-integrated learning, and reskilling and upskilling to meet the demands of the 21st century. This book is ideal for TVET schools, academicians, curriculum designers, managers, training officers, administrators, vocational professionals, researchers, and students.

Paul Ryan has brought together the writings of the most prominent British research into vocational preparation in Britain in comparison to the other advanced economies, primarily within the EEC. The book, published in 1991, documents various aspects of inadequacy in British practice at the time, concentrating upon intermediate skills, which are of crucial importance for economic performance. The book also discusses the strengths and weaknesses of comparative research. Part 1 discusses the use which has been made of it by policy makers in Britain and various aspects of comparative methods in practical comparison with the Scottish one. Part 2 concerns vocational preparation in connection with productivity and product markets, noting its importance for economic performance and its dependence upon companies' policies. Part 3 contains studies of the organization of skills and work and the finance of training within the EEC as a whole. Part 4 comprises studies of training in relation to labour market structures, each of which includes a study of training policy in Britain - alternatives whose relevance and political prospects can only be enhanced by the demise of Thatcher government deregulatory policies.

Basic Concepts

International Perspectives

Financing Portrait

Structures, Problems, and Recommendations

Denmark has a uniform, nationwide vocational education and training (VET) system that provides qualifications that are valid throughout the country and recognized by employers and trade unions. Initial VET (IVET) includes the following components: VET, including commercial and technical training; basic social and health care training; agricultural training; and maritime training. All IVET programs teach the vocational skills necessary for a trade or profession and give access to higher education. Periods of school IVET alternate with periods of in-company training based on apprenticeship contracts. Continuing VET is provided primarily through Denmark's labor market training system (arbejdsmarkedsuddannelserne [AMU]), which is designed to give, maintain, and improve participants' vocational skills in accordance with enterprises' needs and background. AMU courses take place exclusively at vocational schools and 24 independent AMU centers. Tertiary VET, consisting of short, vocationally oriented programs, and open education programs are also offered at vocational schools. IVET and tertiary VET are under the auspices of the Ministry of Education, whereas AMU is under authority of Denmark's Ministry of Labour. Active participation by social partners is a central element of Denmark's VET system. A list of acronyms, the addresses of 9 relevant organizations, and a bibliography of 32 online and print resources are appended. (Contains 15 figures.) (MN).

Severe economic depression and the difficulty to acquire employment with adequate income have significant impact on a nation's social welfare. The need to provide ample educational opportunities is more imperative than ever, particularly in emerging economies. **Technical Education and Vocational Training in Developing Nations** is a comprehensive reference source for the latest literature on optimizing the implementation of curriculum development and instructional design strategies for technical and vocational education. Featuring innovative coverage across a range of relevant topics, such as curriculum deficiency, teacher competencies, and accessible learning, this book is ideally designed for policy makers, academicians, researchers, advanced-level students, technology developers, and educators interested in the improvement of professional learning programs.