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**SOCIAL EXCLUSION**



BID

**EXCERPT - Outsiders? 2008 Report on Economic and Social Progress in Latin America (IPES 2008). The Changing Patterns of Exclusion in Latin America and the Caribbean.** -- Washington: BID, 2007.  
Bibliography: p. 261-289

This book raises fundamental questions about the multidimensional and interrelated nature of social exclusion and moves beyond the traditional emphasis on outcomes and groups to view exclusion as a process that results from societal traits that limit the functionings of the excluded.

<http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=1174090>

/SOCIAL EXCLUSION/ /EMPLOYMENT/ /DISCRIMINATION/ /SOCIAL MOBILITY/  
/PRIVATIZATION/ /VIOLENCE/ /LATIN AMERICA/ /CARIBBEAN/

**VOCATIONAL TRAINING – INNOVATION**



06.01 938

GUSTAVSEN B; NYHAN B; ENNALS R (Ed.)

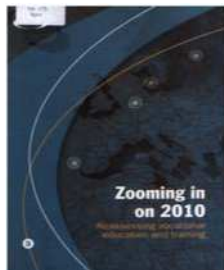
**Learning together for local innovation: promoting learning regions.** -- Luxembourg: CEDEFOP, 2007. 276 p.-- (CEDEFOP Reference, 68) ISBN: 978-92-896-0393-3

Regional innovation depends on dialogue, cooperation, networking and learning between all social and economic actors in a region. The interfaces between different interest groups in a region are the places where learning takes place: people learning together to address complex social and economic problems. Education and training (E&T) agencies can facilitate learning regions by becoming moderators of "action-oriented" learning and carrying out supportive accompanying research. This anthology presents the results of a Cedefop research project which examined how actors in a region learn together to promote local innovation. The cases in the book look at how education and training agencies, including universities, cooperate with other regional actors to promote innovation. It indicates that these cases may be of help for people to learn from other experiences and bring new insights to their unique situation. The anthology is divided into five parts. Part I, Chapter 1 which is also a form of introduction to the book, presented from a Cedefop vocational training perspective, discusses the rationale for education and training (E&T) actors to work closely with other economic and social actors in regional innovation projects. Parts II and III comprise 12 case studies of regional learning from nine European countries. The focus of the cases in Part III is on the role of universities in regional innovation processes. Part IV has two theoretical

chapters that take up different positions regarding the “learning region” concept. Part V is a reflection on what can be learnt from the innovation processes presented in the 12 cases.

/INNOVATION/ /EDUCATION/ /VOCATIONAL TRAINING/ /APPRENTICESHIP/  
/UNIVERSITY/ /CASE STUDY/ /EU/ /EUROPE/

## VOCATIONAL TRAINING – COMPETENCY



06.05 189

LIPINSKA P; SCHMID E; TESSARING M

--**Zooming in on 2010: reassessing vocational education and training.**--Luxemburg: CEDEFOP, 2007. 140 p. ISBN: 978-92-896-0458-1

European countries, social partners and the European Commission are working closer than ever towards a shared policy agenda, to inspire developments, reforms and common concepts and tools for vocational education and training (VET). However, to cope with Europe’s socioeconomic challenges and make the vision of highly-skilled citizens come true, more remains to be done. Education and training needs to provide the right skills for both younger and older generations in time to prevent future skill shortages. Work on national qualification frameworks has brought to the fore related trends such as basing qualifications on learning outcomes and ensuring quality to generate trust among countries, learners and employers.

This report is not simply an inventory of progress in VET. It offers a more holistic view, reflecting VET as an interface between education, innovation, employment, economic and social developments and policies. To support policy-makers in their decision-making, statistical data and research findings underpin the conclusions of this report and examples from non-EU countries illustrate the status and role some of Europe’s competitor countries assign to VET. The views of Member States as to their own progress in implementing VET priorities is a major element of this report.

/VOCATIONAL TRAINING/ /COMPETENCIA/ /EMPLOYMENT/ /LABOUR MARKET/  
/EDUCATIONAL POLICY/ /TRAINING POLICY/ /EU/ /EUROPE/ /CEDEFOP PUBLICATIONS/

## ILO

**Global Employment Trends for Women. Geneva: ILO, 2008. 34p.  
ISBN 978-92-2-121034-4**

Economic empowerment for women has a lot to do with their ability or inability to participate in labour markets and with the conditions of employment that the women who do manage to find work face. The international community stresses more and more the fact that promoting decent work is the only sustainable way out of poverty. In fact, a new target was recently introduced in the Millennium Development Goals calling for “full and productive employment and decent work for all”. Access to labour markets and, more specifically, to decent employment is thereby crucial in the process towards improving equality between men and women. *Decent work for women is also a precondition for economic development since, in the long run, economies cannot afford to ignore an untapped resource such as that which could be offered by female labour.*

Increased labour force participation of women has great potential as a contribution to economic development, but only if the jobs in which women are engaged are decent. Most regions have a long way to go in working towards the economic integration of

women and, therefore, a huge potential for economic development remains available to be tapped.

WOMEN/ /EMPLOYMENT/ /LABOUR MARKET/ /UNEMPLOYMENT/

## SKILL – PRODUCTIVITY



GALLART, MARIA ANTONIA

**Skills, Productivity and Employment Growth: the case of Latin America.** Montevideo: ILO/Cinterfor, 2008. 112p. (Training features, 36)  
ISBN: 978-92-9088-237-0

The aim of this study is to illustrate the relations between training and workers' skills, productivity and the growth of quality employment in societies in Latin America by means of an analysis of the existing information and case studies of four different countries –Argentina, Brazil, Chile and Peru–. A review of the activities of institutions involved and programmes implemented raises serious questions about training systems in which the greatest investment is concentrated on better-educated workers who perform in the integrated or formal sector, while poor, unemployed young people and workers in the informal sector receive training that is more limited. It seems necessary to give continuity to programmes that may succeed in correcting orientations and responding to the above challenges.

/VOCATIONAL TRAINING/ /COMPETENCIA/ /WORK/ /EMPLOYMENT/ /PRODUCTIVITY/  
/EDUCATIONAL SYSTEM/ /INFORMAL ECONOMY/ /POVERTY/ /YOUTH/ /TRAINING  
PROGRAMME/ /TRAINING POLICY/ /DECENT WORK/ /ENTERPRISE/ /ARGENTINA/  
/BRAZIL/ /CHILE/ /PERU/ /LATIN AMERICA/

## EDUCATION – VALIDATION



06.01 953

CEDEFOP

**Validation of non-formal and informal learning in Europe.**

Luxemburg: CEDEFOP, 2008. 48 p. (CEDEFOP)

Include bibliography: p.40-43

ISBN: 978-92-896-0509-0

The combination of a rapidly changing labour market, an ageing population and intensified global competition makes it necessary to use all available knowledge, skills and competences –irrespective of where and how they have been acquired. The interest in validation can be seen as closely linked to efforts to create more flexible qualifications systems –making it possible for individuals to build learning careers stretching “from cradle to grave”. This publication gives a snapshot –end 2007– of European developments in validation of non-formal and informal learning. While some countries are making substantial progress others have yet to put in place approaches for individuals to have their non- and informally acquired experiences identified, assessed and/or validated. The wish to open up qualifications systems and frameworks to learning taking place outside formal education and training institutions is crucial. It is increasingly clear that ongoing development of national qualifications frameworks in many European countries encourages developments in and “mainstreaming” of validation. The report illustrates the different stages of the validation process and outlines how individuals can make decisions at different stages of the process, sometimes aiming at certification, other times not.

/INFORMAL EDUCATION/ /FORMAL EDUCATION/ /CONTINUING EDUCATION/  
/VOCATIONAL TRAINING/ /TRAINING POLICY/ /TRAINING OF TRAINERS/  
/APPRENTICESHIP/ /EUROPE /CEDEFOP PUB/

## VOCATIONAL GUIDANCE



12.05 54  
CEDEFOP

**Career development at work. A review of career guidance to support people in employment.** Thessaloniki: CEDEFOP, 2008. 136P.  
(Cedefop<sup>P</sup> Panorama, 151)

Bibliography: p. 126-130  
ISBN: 978-92-896-0519-9

This report presents the findings from a research study that set out to review the range of career guidance provision supporting workforce development across the EU-25 Member States and to identify innovative or best practice provision. The report includes 35 case studies which provide accounts of practice by employers, trade unions and the public sector as well as other intermediary organisations, such as outplacement consultancies, professional associations and industry sector bodies.

/CAREER DEVELOPMENT/ /VOCATIONAL GUIDANCE/ /EMPLOYMENT/ /EU COUNTRIES/

## VOCATIONAL TRAINING – SUSTAINABLE DEVELOPMENT



06.01 969

PAVLOVA MARGARITA

**Technology and vocational education for sustainable development. Empowering individuals for the future.**-- Bonn: UNESCO/UNEVOC; Springer, 2009. 205Pp.

References at the end of each chapter  
ISBN: 978-1-4020-5278-1

The ways education for sustainable development can be addressed in teaching and learning are among the most urgent challenges for modern educational theory and practice. This book explores the unique contribution technology and vocational education can provide to meet these urgent needs. Part 1 examines various concepts from different areas of knowledge that are used to develop a comprehensive understanding of the ways sustainable development, education for sustainable development and empowerment are related and can be conceptualised. Practical strategies are suggested and a model for pre-service teacher training programs is developed. Part 2 explores how general issues are reflected in local norms, values and behaviours within the Russian context. The case study illustrates the importance of understanding the political and sociocultural context of a country in order to develop empowerment strategies that work for that particular society as they reflect specific local histories, values and traditions.

/VOCATIONAL TRAINING/ /SUSTAINABLE DEVELOPMENT/ /TECHNOLOGY/

## VOCATIONAL TRAINING – WORK



06.01 971

WILLIS PETER; MCKENZIE STEPHEN; HARRIS ROGER

**Rethinking work and learning. Adult and vocational education for social sustainability.**-- Bonn: UNESCO. UNEVOC; Springer, 2009. 273p--(Technical and vocational education and training series, 9)

ISBN: 978-1-4020-8963-3

This volume brings together an international group of contributors to explore ways in which social sustainability can be integrated into Adult and Vocational Education (AVE) practices. While it is clear that given the rapid change of work, job-specific training for adults is vital the world over, it is argued here that job-specific training needs re-orientation to include life-specific learning as well. This can come about when the learning opportunities to which citizens have access prepare them for participation in work which is economically productive and at the same time engages them in related civic activities which promote environmental and social sustainability. The re-orientation of current AVE systems can be achieved in two ways: by broadening the educational agenda to include elements of environmental science, politics and the arts, and by including more dialogic and collaborative teaching and learning styles.

/VOCATIONAL TRAINING/ /ADULT EDUCATION/ /SUSTAINABLE DEVELOPMENT/