

# Preface

The idea of developing and publishing an ‘International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Learning’ goes back to discussions between myself and David Wilson as early as 2001.<sup>1</sup> We commenced work immediately; nevertheless, it has taken some seven years to bring the Handbook to full fruition.

Readers will not be surprised by the time it has taken to complete this project, since this has been a mammoth, complex undertaking, involving some 218 authors, 197 chapters and a manuscript of 1.2 million words, which is now published in six volumes. This *Handbook* is the first of its kind, bringing together leading educational researchers, policy-makers and practitioners from all parts of the world; and from developed and developing countries. At every stage the aim has been to develop chapters of the highest quality. Thus, the matter of quality assurance has been at the forefront of our minds throughout the project. I hope that all who read this *Handbook* will agree that the considerable time and effort involved has been more than worth the trouble.

In 1991, the World Bank published a policy paper written by John Middleton, Adrian Ziderman and Arvil Van Adams. This was widely interpreted (and also widely misinterpreted) to say that school-based technical education was not a sound investment. The consequences wrought by this policy paper had a strong impact on TVET, earning the authors a reputation going well beyond their intentions. In a gesture to redress this involuntary milestone, we invited one of these authors, Arvil Van Adams, to write a prologue to this *International Handbook* on a subject of his own choosing. He decided to discuss the non-governmental delivery of TVET in Sub-Saharan Africa.

On behalf of the editors, I wish to acknowledge the contributions of the many individuals who have worked so hard through all the different stages to bring this *Handbook* to successful completion. Thanks are conveyed to all the authors for their commitment to this project and for their well-conceived, scholarly contributions. Recognition is also due to the section editors for helping to co-ordinate the work of the authors and, most importantly, for their efforts to ensure content validity and the high quality of chapters.

Secretarial and editorial work by staff in the UNESCO–UNEVOC International Centre for Technical and Vocational Education, in Bonn, Germany, under the able

leadership of the Head of Publications, Ms Natalia Matveeva, with assistance from Joachim Lapp, was also an essential contribution to the successful completion of this *Handbook*. Ms Matveeva's work was subsequently taken over and brought to a successful conclusion by Ms Alix Wurdak.

Special thanks are due to Associate Editor Professor Chris Chinien, who agreed at short notice to become a joint editor of the Handbook, and so enabled its successful completion after the untimely death of General Co-editor, David Wilson, in October 2006. In addition to being a Section Editor and the author of several chapters in the handbook, Chris made a substantial contribution to finalizing the content and structure of the whole Handbook, especially with regard to quality assurance.

Special thanks also to John Fox for desk editing the entire manuscript so professionally, thoroughly and in a timely way.

Finally, we would like to thank Harmen van Paradijs and Marianna Pascale of the publishers Springer for the considerable care with which they have assisted and guided this project throughout the lengthy period of gestation.

UNESCO-UNEVOC, Bonn  
Germany

Rupert Maclean

## Note

1. This *Handbook* is part of the larger 'UNESCO-UNEVOC International Library of Technical and Vocational Education and Training', which consists of two Handbooks, a book series and various other publications. Full details are provided on the following pages.