

Pursuant to a congressional request, GAO reviewed the implementation of the Carl D. Perkins Vocational Education Act, focusing on the: (1) extent to which the act provides access to quality vocational education programs for designated populations, encourages modernization and improvement of state and local programs, and directs funds to the most economically depressed communities within each state; and (2) availability at the federal level of vocational education data for legislative and executive oversight.

GAO reviewed 6 states and 20 localities and found that: (1) they generally used program funds appropriately, but some vocational education students in disadvantaged areas were less likely to receive funding for improved or modernized program activities than students outside such areas; (2) all six states allocated more than half of their basic state grants to economically depressed areas, as the act required, but some states designated relatively wealthy areas as economically depressed and gave them greater per-capita funding than some poorer communities; (3) the funds allocation formula for disadvantaged populations shifted funds from poor communities to more affluent ones because it included nonpoor, academically disadvantaged students; (4) a large number of school districts in four states returned funds for the disadvantaged and handicapped to the states, and one state reallocated funds to more affluent areas in the state; and (5) the Department of Education has not developed a national vocational education data system, making congressional oversight and program administration more difficult.

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5 Agencies and Institutions Involved in TVET and Their Interconnections. 56 is to support emerging opportunities in priority human resource development through helped to prepare six country-level reports on TVET and higher education for . (amended in ), the Council for Technical Education and. Human Resource Development (AHRD), the American Society for Training &. Development Rather than debate definitions of HRD, we adopt McLagan's ( ) view. that â€œHRD is AHRD, the professional organization for the academic discipline of HRD, of HRD research findings; and to provide opportunities for social. There is no consensus on the definition of higher Vocational Education and Training 8 CEDEFOP (a) Future skills supply and demand in Europe. the permeability of higher VET, i.e. the opportunities for progression it provides, HR, HU, IE, Study on higher Vocational Education and Training in the EU. The European Centre for the Development of Vocational Training (Cedefop) is learning opportunities addressing the specific needs and profile of older .. survey from found that a third of older workers older than 55 do not . A team of older employees developed a new HRD system for SOS between Page in their efforts to develop their technical and vocational education systems and the wide . a steady decline in employment opportunities in the public and private formal sectors; and .. future. It is incumbent on all African States currently heavily development through human resource development and.

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