

**inWent**

Internationale Weiterbildung  
und Entwicklung gGmbH

Capacity Building  
International, Germany



**International Round Table  
On  
The Changing World of Work:**

*“The Return of TVET to  
the International Development Agenda?”*

**Programme Booklet**

**27 - 28 August, 2008**

**Bonn, Germany**

**InWent (Bonn)  
in partnership with  
UNESCO-UNEVOC International Centre (Bonn),  
Colombo Plan Staff College for Technician Education  
(Manila)**

## **I. BACKGROUND AND RATIONALE**

---

### **1.1 The World of Work, TVET and the MDGs**

Major forces driving changes in the world of work, such as globalization, the knowledge economy and rapid advances in technology, have several important implications for skills demand and human resources development and training. Firstly, the use of new technologies, especially ICT, new manufacturing processes and new modes of work organization have led to skills intensification of national economies and an increase in the demand for higher skills. Secondly, the world of work – those who create employment opportunities, the employees and workers themselves, and the educators and trainers who provide the skills needed for employability – are central to cope with these developments.

At its core, achieving sustainable development means achieving the targets in the Millennium Development Goals (MDGs) agreed upon by all countries in the world at the special September 2000 session of the General Assembly of the United Nations. Skilled workers are central to achieving all the eight goals and associated targets in the Millennium Development Goals. .

As a strategic vision, the MDGs are steps towards a longer-term vision of building human, social, economic and environmental capital; especially in developing countries. However, maintaining and building social, economic and environmental capital depends upon human capital - and upon the institutions for technical, vocational education and training (TVET) that develop the work-ready human capital which is the engine for sustainable development over the long term.

Achieving the MDGs necessitates key actions. Among others, effective TVET is integral to finding and implementing solutions to all of these issues. In this way, TVET underpins every one of the MDGs and the achievement of sustainable development. It is impossible to think of making gains in poverty reduction, job creation, health or environmental concerns without a focused TVET policy, and it is equally true that a well-articulated and focused TVET policy can lead to huge improvements in education, gender equality and living conditions. In essence, implementing the MDGs will require the development of appropriate forms of Technical and Vocational Education.

A key outcome of the 2002 World Summit on Sustainable Development was the establishment of a special United Nations Decade of Education for Sustainable Development, from 2005 to 2014, with the primary goal of making sustainable development central to education and training, across all sectors, by refining and promoting the transition to a sustainable future through all forms of education, public awareness and training. UNESCO was designated as the lead UN agency for the Decade and has catalysed key initiatives in all parts of the world.<sup>1</sup>

---

<sup>1</sup> <http://www.unesco.org/education/desd>

The UNESCO-UNEVOC International Centre is the UNESCO body responsible for supporting education, training and capacity building for sustainable development in relation to the world of work. One of its early initiatives was to convene an International Experts' Meeting on "Learning for Work, Citizenship and Sustainability" in 2004 to prepare for the United Nations Decade of Education for Sustainable Development.

This meeting recognised the need for new paradigms of both development and learning for the world of work, and declared education and training for and through the workplace to be the "master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help to achieve sustainable development".<sup>2</sup>

The responsibilities of national systems for Technical and Vocational Education and Training (TVET) in advancing sustainable development through workforce development were discussed at follow-up meetings in Thailand (2005), Bahrain (2005) and Vietnam (2006).<sup>3</sup>

In October 2004 more than 120 technical experts from around the world attended the meeting at UNESCO-UNEVOC International Centre Bonn, entitled "Learning for Work, Citizenship and Sustainability". As an outcome the "Bonn Declaration" on Learning for Work, Citizenship and Sustainability was adopted, which defines the role and contribution of TVET to sustainable development. Further suggestions for action planning were elaborated which include seven interlinked strategies:

- *Advocacy and Vision Building*
- *Support for the review and Development of National TVET Policies*
- *Guidelines for Planning and Implementation*
- *Capacity Building and Training Programmes*
- *Learning Support Materials, Resources and Equipment*
- *Networking and Partnership in TVET*
- *Ongoing Monitoring, Evaluation and Research*

In parallel efforts across regions, other discussions relevant to TVET and its role in sustainable development and poverty alleviation were taking place. One of these was the successful discussion on Skill Development for Poverty Alleviation organized by CPSC in collaboration with UNEVOC in January 2008 resulting in the Manila Declaration<sup>4</sup>. 120 delegates and experts from 21 countries participated in these discussions

---

<sup>2</sup> [http://portal.unesco.org/education/en/ev.php-URL\\_ID=38169&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=38169&URL_DO=DO_TOPIC&URL_SECTION=201.html)

<sup>3</sup> <http://www.unevoc.unesco.org/>

<sup>4</sup> <http://www.cpsctech.org>

However, today's complex global challenges cannot be solved by the public sector alone. That is why we believe in facilitating public-private partnerships, so that many necessary advances can be achieved – with stakeholders such as governments and NGOs working closely with companies to apply the resources and competencies of business for the benefit of all<sup>5</sup>- because, historically TVET has fuelled the engine of economic growth and productivity in industrialized nations. As markets become increasingly global and competitive, governments are intensifying pressure on national TVET systems to produce more highly skilled and employable workers. 'Jobs and growth' is now the universal mantra of policy makers and the taken-for-granted *raison d'être* of TVET.

In an era of manufactured risk and ecological crisis however, it is imperative to question the truth-claims on which TVET resides. Viewed as an instrument of economic policy and a major supplier of 'human capital', TVET has been increasingly harnessed to the logic of economic growth and industrial production. For example, under the national training reform agenda in Australia, policy-making in TVET was corporatized and competency-based training (CBT) was introduced to strengthen the connection between skills formation and economic production. As a consequence, TVET policy and practice are now premised on two fundamental assumptions that have acquired the status of self-evident truths, and which are reproduced systematically in the structure, culture and programs of TVET institutions; namely that the principal, if not sole, purposes of TVET are to: promote economic growth through the development of the human resources required by industry to enhance productivity and profit; and produce skills and competencies for work, thereby enhancing the employability of individuals. (Anderson, D. 2003)

“As we all know, work is central to our lives: it gives us a sense of purpose and identity as well as providing an income to meet our material needs. Work is one of the main ways we relate to others. It is both an individual responsibility and a social activity, frequently involving collaboration in a team. It can be a source of dignity and fulfilment. But it can also be a source of exploitation and frustration. For families and communities, the availability of decent work is a foundation for stability and social advancement. The world of work is enormously diverse. But one of the unifying elements of the experience of women and men from all over the world is the simple reality of working for a living. One of the first pieces of information we are interested in when we meet a stranger is “what do you do?” It provides a shared point of reference around which we get to know each other. But the absence of work, the quality of work, voice at work, continued gender discrimination and unacceptably high youth unemployment are all at the heart of politics today. Those in public and private authority with the power to change things are increasingly criticized for not delivering the right solutions”<sup>6</sup>.

---

<sup>5</sup> Building Public private partnership, World Economic Forum, Annual Report 2005-2006

<sup>6</sup> Changing patterns in the world of work, ILO 95<sup>th</sup> session 2006

This illustrates how enormous changes in the world of work have taken place in the last 10-15 years, which have influenced the way technical vocational education and training (TVET) is regarded.

Patterns in the structure of employment, conditions of work and social security systems are adapting to – but also themselves shaping – the drivers of change. Demographic changes, the emergence of the knowledge economy, innovation and diffusion of ICTs, as well as the emergence of a larger global market economy, are forces that come together and interact, inducing major changes in the workplace and the labour market, as the ILO report states.

Changes in the world of work shaped by the new economy are creating new opportunities as well as new challenges and uncertainties. Education and training has a key role to play in this regard. The former Secretary-General of the United Nations, Kofi Annan, repeatedly reminded us that education is the key to unlocking the cage of human misery; the key to delivering the potential of every human being and the key to opening up a future of freedom and hope. There is a general consensus that education can pave the way to freedom from poverty and hunger. Even primary education by itself has had a number of positive effects on development such as an increase in productivity in the formal and informal sectors of the economy. TVET is currently faced with major implications posed by the displacement of the traditionally strong focus upon so-called manual work in favour of mental work—the shift from the Industrial Age to the Information Age. The meaning and practice of work are also changing as globalized networks of production and trade spread across the globe. The boundaries between manual and mental work are fading away and becoming problematic, as many traditional forms of work, and preparation processes for learning to work, undergo change.

TVET is concerned with the acquisition of knowledge and skills for the world of work to increase opportunities for productive work, sustainable livelihoods, personal empowerment and socio-economic development in knowledge economies. To increase their chances for employability, young people and adults need skills that are adaptable and relevant to the demands of today's societies, which require individuals to possess a combination of knowledge, practical, social skills and positive attitudes and the ability to adapt to rapidly changing work environments.<sup>7</sup>

There is a timely need to re-examine important matters relating to the changing world of work, such as educational and training institutions, learning processes, necessary competencies and effects upon labour markets, school-to-work transition, the role of gender, matters of equality and equity, the respective roles of government, business, industry and trade unions, the dominant didactics for learning a profession, the assessment of competencies, declining birth rates and the ageing workforce; amongst many

---

<sup>7</sup> *International Handbook of Education for the Changing World of Work*, General Editors: Rupert Maclean and David N. Wilson

others. This is merely a brief listing of aspects that are examined and documented in the handbook referred to.<sup>7</sup>

### 1.3 Implications for TVET

Education and training systems are struggling to keep up with the pace of drastic changes. These constantly changing situations mean a continuing skills gap. In the developed countries, there has generally been a reduction in the demand for unskilled labour and a rise in the market value of advanced skills and workplace competencies. Therefore, one of the most important features of TVET is its orientation towards the world of work and the emphasis in the curriculum upon the acquisition of employable skills to build up competent workers at different levels. TVET delivery systems are therefore well placed to train the skilled and entrepreneurial workforce that most countries need to create wealth and emerge out of poverty.

It is also evident that the question of “how technical education and vocational training can contribute to promote economic growth in a rapidly evolving world economy” needs to be raised. An understanding of some of the socio-economic contextual issues under which skills development is carried out is essential. To this effect, issues of youth unemployment, migration and the fragile nature of some states need to be tackled. Particular attention will have to be devoted to the following:

- a) *how to ensure the active participation of the young segment of society in the job market,*
- b) *how to ensure greater links between the provision of TVET with employability of the young and*
- c) *what is the effect of migration on skills development and attendant policies and strategies in dealing with it?*

In addition, what public policies could be put in place in order to overcome fiscal resource constraints, e.g. making better use of ICT (distance and E-learning), and returned migrants?

Obviously, the ultimate challenge lies in keeping abreast with technological change. To keep curricula relevant, the plan is to tighten links to the private sector. For example, the Republic of Korea is now experimenting with their own version of Germany’s famous “dual system”, which traces its roots back to post-war reconstruction. It is opting for a “2+1” programme, combining two years of classroom studies with a year of apprenticeship.

There are few lessons to guide investment in what is loosely termed ‘education and skills for the knowledge economy’; but globalisation continues to have a major influence on the need for flexible work skills. More of the same secondary education and skills training, of indifferent quality, will not do. Arguably, the many benefits claimed for TVET, such as higher productivity, readiness for technological change, openness to new forms of work organisation, and the capacity to attract foreign direct investment, all depend

on the quality of the skills acquired, and a dynamic environment in which they can be applied.

Closer collaboration is needed between national and international TVET organisations; regional organizations, such as CPSC, SEAMEO VOCTEC, CINTERFOR, EU (ETF, CEDEFOP, EUROPEAID, EC-Commission), and donor countries that place high priority on TVET reform and/or development. It should also work more closely with international financial institutions such as the International Monetary Fund, the World Bank, and regional development banks (ADB, ADI), to ensure that coherent structural TVET adjustment programmes do support major policy challenges of developing/reforming TVET for both international competitiveness and social inclusion in the agenda, and the modern world of work in both developing and developed countries.

#### **1.4 Situation and Strategies for a new TVET**

International agencies are supporting countries in their efforts of education and training system reform. The 'Education for All' Forum in Dakar in 2000 called on all countries to commit themselves to education for all with goals and targets for every citizen and for every society. The targets set by the Framework include: a 50 per cent improvement in adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults; universal access to primary education for all children by 2015; and elimination of gender disparities in primary and secondary education by 2005. National, regional and international mechanisms are being galvanized for advocacy, resource mobilization and knowledge generation and sharing. The ILO is supporting these efforts by advocating the key role of basic education in laying the foundations of an individuals' employability, in the context of the new ILO Human Resources Development Recommendation 195.

Education is central to the World Bank agenda. The long-term goal of the World Banks' Education Strategy is to ensure that everyone completes basic education, acquires foundation skills and has further opportunities to learn advanced skills throughout their life. After a fall in the volume of lending for vocational training in the late 1980s, owing to a new emphasis on primary education and a questioning of traditional approaches to training, annual lending increased again to just under US\$ 400 million in 1995-98.

Hence, TVET has fuelled phenomenal economic growth in some countries and fallen short of expectations in others. Globalization is prompting governments to take renewed interest in this branch. Actually TVET is moving back up the agenda of governments and of donor agencies. This has been particularly influenced by evidence of its key transformative role in East Asia, in Latin America and the transition countries of Central Asia and Eastern Europe. It is widely perceived to be relevant to debates about productivity and competitiveness, as well as providing a work-related option in the expansion of post-primary schooling. In countries with a clear and long-standing policy

commitment to TVET, the provision of skills is in a much stronger situation than countries whose policies have been substantially influenced by shifts in donor policies and priorities.

However, many countries are faced with growing problems related to the transformation of their TVET systems in response to global changes in the world of work and to the rapid increases of training costs for which scarce budgetary resources are often not available. Add to this “a time bomb waiting to happen as hundreds of thousands more kids finish primary school and look for secondary (vocational) education or work opportunities which do not always exist,” says Wataru Iwamoto, Director of UNESCO’s Division of Secondary and Vocational Education. In many of the least developed countries, pupils have little chance of either pursuing their schooling or finding a job. “So we advocate a new vision of vocational education that focuses on practical or “life skills” integrated at the primary or secondary levels, depending upon the country’s resources,” says Iwamoto.

The ILO’s InFocus Programme on Skills, Knowledge and Employability says that there is a critical need for a greater overall investment in TVET, particularly in developing countries, for all people (including women and groups with special needs, such as people with disabilities). TVET investments should be closely linked to economic and employment growth strategies and programmes. Responsibility should be shared between the government (primary responsibility), enterprises, the social partners, and individuals. Additionally, to make lifelong learning for all a reality, countries will need to make major reforms to their TVET systems. School-to-work schemes for young people should integrate education with workplace learning. TVET systems need to become more flexible and responsive to rapidly changing skill requirements. Reforms should also focus on how learning can be facilitated, not just on training for specific occupational categories. The ILO programme on SKE also refers to an urgent need to involve the social partners more closely in discussions on training policy and skills development, if the desired reforms and increased investment are to become a reality. It is clear that governments can no longer be the sole voices for education and training. A strong social dialogue process underpins the more successful TVET systems.

Lessons from recent TVET reform efforts seem to have focussed on the following:(1) the establishment of national training systems and adoption of laws to strengthen training programs; (ii) new forms of governance; (iii) the effective involvement of various public and private stakeholders in the management of the system; (iv) the participation of companies in training activities; and v) the development of co-financing tools and instruments.

In countries rich and poor, a growing interest in TVET is taking place. Countries realize, that it is a means to jump on the bandwagon of globalization. Therefore, for UNESCO, TVET goes beyond the narrow confines of economic planning. It is part of a larger vision of promoting sustainable development. Since it’s founding, UNESCO has been developing recommendations and organizing policy debates, while serving as a policy-



advisor for governments trying to reform or create vocational education systems.

In the past, there was a supply-side vision, which created serious problems for developing countries. Either they invested heavily in trying to import foreign models of higher education, which produced a surplus of students with white-collar expectations or they tried to set up highly specialized training schools, which didn't correspond to labour needs. Today, the goal is to teach students to adapt to changing working conditions, instead of locking them into specific jobs and skills. Unfortunately, these new directions don't come with any road maps.

The coordinator of TVET and sustainable development within the UN Decade of Education for Sustainable Development (ESD), UNESCO-UNEVOC has catalyzed key initiatives in many parts of the world. However, recognizing the need for a new paradigm of both TVET reform and development for the world of work, it is imperative to ensure that TVET be the "master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development". In this context, the responsibilities of national systems for TVET in advancing sustainable development through workforce development were discussed at numerous meetings, forums and conferences. But experience has shown that, owing to lack of knowledge-sharing and limited coordination amongst key actors and various "one-off approaches and strategies" by different international APEX organizations and donors, has led to overlapping of efforts and patterns of similarities, as well as differences across inter-linkages with significant development agendas, i.e. MDG's, EFA, ESD, Decent Work, etc;

Since national and international labour markets have more and more called for re-orienting TVET systems that meet the changes in the world of work and implement solutions that truly respond to education and training problems, employers all over the world have realized that there is a need for the development of employable skills to increase the employability of students and trainees. But it is not only the public sector and employers that have changed their way of looking at TVET; it is also the students who have different expectations when they come to TVET institutions. It used to be the case that one apprenticeship or training program would be enough for a whole lifetime. A little training and retraining could always be done on the job. This however, has changed dramatically.

In addition, the lack of skills training both in formal and informal sectors for the vast majority of people poses a major hurdle in driving growth and productivity. Apart from formal sector initiatives, skills development for the informal sector should be at the center stage of new TVET entrants in the labour market for any poverty reduction strategy.

One can conclude that the major challenges facing TVET in this changed context are the acute skills shortage at both high tech and informal sectors, skills mismatch between demand and supply, low productivity of workers in the informal sector and growing demand for knowledge workers in

the emerging fields. The policy issue related to occupational standards, qualification frameworks and regional accreditation and certification systems and TVET opportunities for all, with the issue of inclusive growth, are major concerns that need to be considered.

## **1.5 Examples of Good Practices, Case Studies**

Although every TVET programme is different and just about every government is constantly trying to tinker with it, constant innovation is a key ingredient in the reform process and if done properly, the results can be spectacular. Policy initiatives and strategy developments are diverse and manifold for transforming and repositioning TVET systems for their sustainability and competitiveness. Owing to the uneven development of TVET systems from country to country, from region to region, from local setting to another, there cannot be a single solution fit for all. Any TVET policy must take into account this diversity and address it accordingly.

Despite some successful reforms in various countries, reforming national technical vocational education and training systems is proving to be difficult. The major challenge is for national systems to be flexible and responsive to the needs of the local labour market while developing the knowledge and skills to enable the workforce to compete in the global economy. A particular problem that these reforms have addressed, with varying success, is the emphasis that should be placed on general academic education and the development of transferable skills on the one hand, and on occupationally oriented training on the other, in order to facilitate the smooth transition from school to work and enhance employability.

Many countries, both industrialized and developing, have embarked upon a range of education and training policy and system reforms (e.g. integrating workplace-based learning and training into the vocational education curriculum) to address the challenges of promoting employability, productivity and social inclusion. Several of these reforms have a solid base in social dialogue. Reforms endeavour to improve the relevance, effectiveness and equity outcomes of education and training. They also aim at increasing investment in training by all parties concerned, in particular the private sector and individuals themselves. These reforms target the systems of general education, the systems of vocational education and initial training and the (nascent) systems of further education and training and lifelong learning. For example, institutional approaches that have proven effective in ensuring young people access to quality employment - like the school-to-work transition schemes, including apprenticeships, in Germany and recruitment linkages between schools and employers in Japan - are being emulated elsewhere. Countries need to establish policies that lay a solid foundation for employability, e.g. by instilling the development of core skills<sup>8</sup>

---

<sup>8</sup> e.g. ability to identify, analyse and solve problems, the capacity to learn to learn, communication skills, the ability to use technology etc.

## II. PURPOSE OF THE INTERNATIONAL TVET ROUND TABLE

---

### 2.1 Aims

Technical Vocational Education and Training (TVET) has been the thematic focus for many years in the past, but more recently TVET is recognized to be the key for enhancing economic competitiveness and contributing to social inclusion, poverty reduction, and sustainable development. Therefore, this **Round Table** aims at gathering experts, policy makers and TVET practitioners to exchange views on the key issues and challenges linked to the existing and future changes in the world of work and its consequences for TVET systems in responding to these changes. In particular, there is the need to identify successful TVET strategies and policy experiences in developed and developing countries including countries in transition that respond to the above issues and challenges.

The round table will thus explore:

*the extent to which the “Return of TVET” is occurring in countries*

- (i) how TVET is integrated in national development strategies,*
- (ii) recent reforms in TVET and the challenges ahead and,*
- (iii) informal exchanges of views to explore critical issues countries face in promoting TVET.*

In facilitating this high-level discussion of TVET issues among the participants, it is proposed to **build on existing strategic alliances** like UNESCO-UNEVOC/ILO/OECD/EU/CPSC/SEAMEO, etc on TVET and expand these to other international agencies. As InWEnt is already collaborating with UNESCO-UNEVOC and other international organizations on TVET and Education for Sustainable Development (**ESD**), and plans to undertake joint work with national and international partners on TVET related issues, we believe that the theme of this round table is well suited to establishing new strategic alliances with other international agencies, as well as extending existing alliances; because today's complex global challenges cannot be solved by one agency alone. That is why we believe by facilitating strategic partnerships with stakeholders such as national and international APEX organizations, donor communities, NGOs and the private sector many necessary advances can be achieved – for the benefit of all<sup>9</sup>.

---

<sup>9</sup> Building Public private partnership, World Economic Forum, Annual Report 2005-2006

## 2.2 Expected Outcomes

Outcomes will include:

- a) *Identifying issues/gaps and challenges, which will document TVET trends, current approaches and lessons learned for addressing actual needs of TVET in the knowledge era and further policy-oriented research;*
- b) *Providing an overview of strategies for implementing priority recommendations on TVET issues addressed;*
- c) *Summarising policies and strategies of development agencies to assist countries in developing and/or reforming TVET systems that respond to the world of work;*
- d) *Expanding knowledge sharing networks between participating institutions and organizations that foster country to country/region synergy of approaches in reorienting TVET.*

## III. PARTICIPANTS

---

A list of participants is attached as an Annex

# PROGRAMME

<b>WEDNESDAY, 27 August 2008</b>	
08:00	Bus Leaves from Hotel to InWEnt Headquarters
08:30 – 09:00	Registration
09:00 – 09:30	<p><b>Official Opening</b>  <b>Chairperson:</b> Harry Stolte, InWEnt            Presentations (each 5 minutes)</p> <ul style="list-style-type: none"> <li>- Bernd Schleich; Director, InWEnt – Welcome</li> <li>- Rupert Maclean, Director, UNESCO-UNEVOC</li> <li>- Shyamal Majumdar, Director, CPSC</li> </ul> <p><i>Followed by Introduction of the Participants</i></p>
09:30 – 09:45	<p><b>Outline of the Meeting: Objectives and Expected Outcomes</b>            Joachim Wagner  <i>followed by a Q &amp; A Session</i></p>
<b>09:45 – 10:00</b>	<b>Morning Tea/Coffee Break</b>
10:00 – 12:30	<p><b>Panel / Keynote Session</b>  <b>“TVET in different macro-economic environments and related strategies ”</b>  <b>Chairperson:</b> Jon Lauglo (15 minutes introduction to the session)</p> <p><u>Key Note Presentations:</u>  <i>(30 Minutes each)</i></p> <ol style="list-style-type: none"> <li><b>1. Federal Ministry of Economic Cooperation and Development (BMZ): Frau Karin Jahr de Guerrero</b>            Actual Orientation of German Development Policies Regarding TVET and the Labour Market</li> <li><b>2. Colombo Plan Staff College (CPSC) Shyamal Majumdar</b>            Emerging Trends, Issues and Challenges in TVET in Asia Pacific region and CPSC response</li> <li><b>3. CINTERFOR: Fernando Vargas Zúñiga</b>            Policy issues and interventions in TVET in Latin America including one case study</li> </ol> <p><i>Panel Discussion</i></p>
<b>12:30 – 13:30</b>	<b>Lunch</b>

13:30 – 15:30	<p><u>Keynote Presentations Continued:</u></p> <p><b>Chairperson:</b> Shyamal Majumdar (15 minutes introduction to the session) (30 Minutes each)</p> <p><b>4. Federal Institute for Vocational Education and Training (BiBB): Michael Härtel</b></p> <p><b>5. European Training Foundation (ETF) : Manfred Wallenborn</b> Policy Issues and Interventions in TVET in Europe (countries in transition) including one case study</p> <p><b>6. University of Oslo: Jon Lauglo</b> Research issues for sharpening TVET development</p>
<b>15:30 – 15:45</b>	<b>Afternoon Tea/Coffee Break</b>
15:45 – 17:00	<p><u>Keynote Presentations Continued:</u></p> <p><b>7. UNESCO-UNEVOC: Rupert Maclean</b> Role of UNESCO-UNEVOC International Centre regarding strengthening and upgrading of TVET</p> <p><i>Panel Discussion</i></p>
17:00 – 17:30	<p><b>Synthesis of day one</b> Harry Stolte</p>
18:00	Bus leaves InWEnt to dinner venue
<b>18:30</b>	<p><b>Dinner hosted by InWEnt</b> <b>Venue:</b> Restaurant Party Yacht "Poseidon" Alter Zoll 53113 Bonn 0171-4425800</p>

**THURSDAY AUGUST 28, 2008**

08:00	Bus leaves from hotel to UNESCO-UNEVOC
08:30 – 08:45	<b>Introduction and Welcome to UNESCO-UNEVOC</b> <b>Chairperson:</b> Rupert Maclean
08:45 – 09:00	<b>Briefing for Working Groups: Structure, Objectives and Outcomes</b> <b>Chairperson:</b> Shyamal Majumdar
09:00 – 11:30  (Including Tea/Coffee Break between 10:30-10:45)	<b>4 Parallel Working Groups</b>  <b>1- Emerging TVET Policy Strategies and Approaches to the International Development Agenda</b> <b>Moderator:</b> Harry Stolte <b>Facilitator/Rapporteur:</b> Joachim Wagner  <b>2- Promoting TVET Research and Development</b> <b>Moderator:</b> Jon Lauglo <b>Facilitator/Rapporteur:</b> Klaus Schaack  <b>3- Public Private Partnerships for Sustainable TVET Development</b> <b>Moderator:</b> Naing Yee Mar <b>Facilitator/Rapporteur:</b> Gordon Bellamy  <b>4- Skills and Competency Standards and Qualification Frameworks</b> <b>Moderator:</b> Suresh Kumar Dhameja <b>Facilitator/Rapporteur:</b> Frank Bünning
11:30 – 12:15	<b>Presentation Preparation Time</b>
12:15 – 13:15	<b>Lunch</b>
13:15 – 14:45	<b>Working Group Presentations</b> <i>15 minutes each followed by discussion</i>  <b>Chairperson:</b> Shyamal Majumdar
15:00 – 15:15	<b>Afternoon Tea/Coffee Break</b>

15:15-16:30	<p><b>International Cooperation for Future TVET Development</b>  <b>Chairperson:</b> Rupert Maclean</p> <p><i><b>Global TVET Academy for Sustainable Development</b></i>  Harry Stolte</p> <p><i><b>UNEVOCs' on-line-services and introduction of TVETipedia</b></i>  Naing Yee Mar, Maja Zarini, Max Ehlers</p> <p><i><b>Web-based teaching and learning</b></i>  Shyamal Majumdar</p> <p><i>Followed by Q&amp; A Session</i></p>
16:30 – 17:30	<p><b>Plenary Session</b>  <b>Chairperson:</b> Rupert Maclean</p> <p>Moderator's summation (Joachim Wagner / Gordon Bellamy)  Discussion: Conclusions and Recommendations</p>
17:30 – 18:00	<p><b>Official closing</b>  <b>Chairperson:</b> Harry Stolte, InWEnt</p> <p><b>Speakers</b></p> <ul style="list-style-type: none"> <li>- Rupert Maclean, UNESCO-UNEVOC (Director)</li> <li>- Bernd Schleich, InWEnt (Director)</li> <li>- Shyamal Majumdar, CPSC Director</li> </ul>
18:00	<p>Bus leaves from UNESCO-UNEVOC to dinner venue</p>
<b>18:30</b>	<p><b>Dinner Hosted by UNESCO-UNEVOC</b>  <b>Venue:</b> Restaurant "Zur Lese"  Adenauerallee 37  53113 Bonn</p>



**FRIDAY AUGUST 29, 2008**

09:00	Bus Leaves from Hotel
10:00 – 12:00	<b>Study Visit to:</b> LD Didactic, Hürth Followed by lunch
16:00 - 17:00	Visit to the Cologne Cathedral
19:00	<b>Dinner in the Cologne "Altstadt"</b> <b>Venue:</b> Früh am Dom Cölner Hofbräu Am Hof 12-18 Cologne

# ANNEX 1 PARTICIPANT LIST

## International Development Agencies / Organizations:

	Name	Organization	Function	Country	Email
1.	Curtius, Antonie	German Commission for UNESCO	Programme Assistant in the Section for Education	Germany	curtius@unesco.de
2.	De Kat – van Meurs, Ida	Ministry of Foreign Affairs	Education Advisor Education and Development Division	Netherlands	Ida-de.kat@minbuza.nl
3.	Härtel, Michael	Bundesinstitut für Berufsbildung (BiBB)	Senior Expert	Germany	haertel@bibb.de
4.	Hoffmann, Helmut	Gemini AG	Ass. Jur. Vorstand	Germany	hhoffmann@gemini.de
5.	Jahr de Guerrero, Karin	Federal Ministry of Economic Cooperation and Development (BMZ)	Head of Department	Germany	Karin.jahr-de-guerrero@bmz.bund.de
6.	Kingombe, Christian	OECD Development Centre	Research Economist	France	christian.kingombe@oecd.org
7.	Ma, Xiaodong	InWEnt Beijing	Coordinator for TVET Projects	China	maxiaodong@inwentchina.com

	<b>Name</b>	<b>Organization</b>	<b>Function</b>	<b>Country</b>	<b>Email</b>
8.	Marson, Jens	Gemini AG  Internatonal Human Dimensions programme on Global Environmental Change – IHDP / United National University	Associate Programme Officer  Event Coordination	Germany	jmarson@gemini.de marson@ihdp.unu.edu
9.	Przyklenk, Klaus-Dieter	GTZ Haus Bonn	Advisor for TVET	Germany	klaus-dieter.przyklenk@gtz.de klaus-dieter.przyklenk@bmz.bund.de
10.	Saiful Hj Omar, Mohamd	SEAMEO VOCTECH	Acting Centre Director Deputy Director for Administration cum Information and Communications Technology Manager/Specialist	Brunei Darussalam	saiful.omar@voctech.org.bn
11.	Schwinde, Burkhard	KfW	TVET Project Manager	Germany	burkhard.schwinde@kfw.de
12.	Vargas Zúñiga, Fernando	ILO/CINTERFOR	Specialist on Vocational Training	Uruguay	vargas@oitcinterfor.org
13.	Wallenborn, Manfred	European Training Foundation (ETF) Operations Department	Head Operations Department	Italy	mwa@etf.europa.eu
14.	Weiss, Gebhard	SEQUA gGmbH	Director	Germany	gebhard.weiss@sequa.de

## Regional/Country Representatives and TVET Experts:

	Name	Organization	Function	Country	Email
15.	Bashar M., Abul	Ministry of Education	Director General Directorate of Technical Education	Bangladesh	tecedu@bdonline.com
16.	Bintari, Early Diah	EDUCON Indonesia	Director	Indonesia	educon_indonesia2004@yahoo.com early@educon-indonesia.com
17.	Bui, The Dung	CAD Hanoi	Director	Vietnam	btdung@netnam.vn
18.	Bünning, Frank	Otto-von-Guericke-University Magdeburg	International Field Leader	Germany	frank.buenning@ovgu.de
19.	Choi, Jai-Myoung	HRD Service of Korea	Director	Korea	jmchoi@hrdkorea.or.kr
20.	Choomnoom, Siripan	Ministry of Education Office of the Vocational Education Commission (OVEC)	Deputy Secretary General	Thailand	siripanch@hotmail.com
21.	Chung, Ji-Sun	Korea Institute for Vocational Education and Training	Director General	Korea	jschung@krivet.re.kr
22.	Dr. Theingi	Ministry of Science and Technology	Deputy Director General Department of Technical and Vocational Education	Myanmar	theingi.sa@gmail.com

	<b>Name</b>	<b>Organization</b>	<b>Function</b>	<b>Country</b>	<b>Email</b>
23.	Jenewein, Klaus	Otto-von-Guericke-Universität Magdeburg	Professor Institute for TVET	Germany	jenewein@ovgu.de
24.	Lee, Sung-Geun	Korea Polytechnics (KOPO)		Korea	leesg@kopo.ac.kr
25.	Mohd, Zuraidah	Centre of International Affairs Universiti Malaysia Perlis	Faculty Dean	Malaysia	zuraidah@unimap.edu.my
26.	Riaz, Mohammad	Commission Prime Minister's Secretariat	Director General (P&D) National Vocational & Technical Education	Pakistan	mohammadriaz@navtec.gov.pk
27.	Schuthof, Adrian	Netherlands Ministry of Foreign Affairs, Education and Development Division	Head Education and Development Division	Netherlands	arjan.schuthof@minbuza.nl
28.	Serban, Madlen	Ministry of Education, Reserch and Youth – Natinal TVET Center	Head of Division	Romania	madlen@tvvet.ro madlen56_2000@yahoo.com
29.	Shrestha, Gopal Krishna	Council for Technical Education and Voc. Training	Director	Nepal	Shresthagk8@hotmail.com
30.	Sisoulath, Soulikhamkone	Vocational Education Development Centre	Director	Laos	vedc@hotmail.com
31.	Soltani, Samim	Ministry of Labour, Social Affairs, Martyrs and Disabled	Director General Grant Management Unit	Afghanistan	Samim_sultani@hotmail.com
32.	Isaac, Emmanuel Sotto	Technical Education and Skills Development Authority	Regional Director	Philippines	lipio_sonia@yahoo.com

	<b>Name</b>	<b>Organization</b>	<b>Function</b>	<b>Country</b>	<b>Email</b>
33.	Sukhbaatar, Javzan	Ministry of Education, Culture and Science of Mongolia	TVET Project Director Chairman, Board of Directors, USI College	Mongolia	jsukhbaatar8@hotmail.com
34.	Thasneem, Fathimath	Ministry of Higher Education, Employment and Social Security	Project Manager	Maldives	thathi_@hotmail.com, fthasneem@employment.gov.mv thasneem@tvvet.gov.mv
35.	Tapo, Michael Francis	Department of Education	First Assistant Secretary for Teaching and Learning	Papua New Guinea,	Michael_Tapo@educationpng.gov.pg
36.	Xing, Hui	Education Administration Department of National Academy of Education Administration Vocational Education Research Center	Director	China	xinghui466@126.com
37.	Zhou, Gang	Higher Education Press		China	

### **Partner Agencies:**

	<b>Name</b>	<b>Organization</b>	<b>Function</b>	<b>Country</b>	<b>Email</b>
38.	Bernd Schleich	InWEnt gGmbH	Director	Germany	

	<b>Name</b>	<b>Organization</b>	<b>Function</b>	<b>Country</b>	<b>Email</b>
39.	Ramalho, Luiz	InWEnt gGmbH	Director of Department for Sustainable Business Development	Germany	luiz.ramalho@inwent.org
40.	Stolte, Harry	InWEnt GmbH	Head of Division	Germany	harry.stolte@inwent.org
41.	Trowe, Eberhard	InWEnt gGmbH	Senior Project Manager	Germany	eberhard.trowe@inwent.org
42.	Schaack, Klaus	InWEnt gGmbH	Senior Project Manager	Germany	klaus.schaack@inwent.org
43.	Klose, Reinhard	InWEnt gGmbH	Senior Project Manager	Germany	reinhard.klose@inwent.org
44.	Telkämper, Wilfried	InWEnt gGmbH	Director of Department for Industrialized and Transition Countries	Germany	wilfried.telkämper@inwent.org
45.	Werner, Matthias	InWEnt gGmbH	Project Manager	Germany	matthias.werner@inwent.org
46.	Scholle, Susanne	InWEnt gGmbH	Seminar Assistant	Germany	susischolle@web.de
47.	Mujumdar, Shyamal	Colombo Plan Staff College (CPSC)	Director General	Philippines	dr_majumdar@cpsctech.org
48.	Dhameja, Suresh Kumar	Colombo Plan Staff College (CPSC)	Faculty Consultant	Philippines	skdhameja@hotmail.com

	<b>Name</b>	<b>Organization</b>	<b>Function</b>	<b>Country</b>	<b>Email</b>
49.	Maclean, Rupert	UNESCO-UNEVOC	Director	Germany	r.maclean@unevoc.unesco.org
50.	Yee Mar, Naing	UNESCO-UNEVOC	Programme Officer	Germany	naing.yee.mar@unevoc.unesco.org
51.	Zarini, Maja	UNESCO-UNEVOC	Head of Communication	Germany	m.zarini@unevoc.unesco.org
52.	Ehlers, Max	UNESCO-UNEVOC	Head of IT	Germany	m.ehlers@unevoc.unesco.org
53.	Atweh, Rula	UNESCO-UNEVOC	Assistant Programme Officer	Germany	r.atweh@unevoc.unesco.org
54.	Cantegreil, Clothilde	UNESCO-UNEVOC	Intern	Germany	c.cantegreil@unevoc.unesco.org

### **Resource Persons:**

	<b>Name</b>	<b>Organization</b>	<b>Function</b>	<b>Country</b>	<b>Email</b>
55.	Bellamy, Gordon	UNESCO-UNEVOC	Consultant	Great Britain	gordonbellamy@talktalk.net



	<b>Name</b>	<b>Organization</b>	<b>Function</b>	<b>Country</b>	<b>Email</b>
56.	Lauglo, Jon	University of Norway	Senior Researcher and Professor	Norway	jon.lauglo@ped.uio.no
57.	Wagner, Joachim	InWEnt gGmbH	Consultant	Cyprus	jjoewag@aol.com